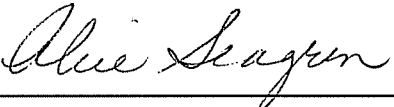


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Minnesota Department of Education</p>	<p>Applicant's Mailing Address: 1500 Highway 36 West Roseville, Minnesota 55113</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Patricia K. King</p> <p>Position and Office: Director, Office of Turnaround Schools</p> <p>Contact's Mailing Address: Patricia K. King Director, Office of Turnaround Schools 1500 Highway 36 West Roseville, Minnesota 55113</p> <p>Telephone: (651) 582-8655</p> <p>Fax: (651) 582-8517</p> <p>Email address: patricia.k.king@state.mn.us</p>	
<p>Chief State School Officer (Printed Name): Alice Seagren</p>	<p>Telephone: (651) 582-8200</p>
<p>Signature of the Chief State School Officer:</p> <p>X </p>	<p>Date:</p> <p>11/30/10</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

# School Improvement Grants Application

Section 1003(g) of the  
Elementary and Secondary Education Act  
Fiscal Year 2010  
CFDA Number: 84.377A

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**State Name:**Minnesota



U.S. Department of Education  
Washington, D.C. 20202



OMB Number: 1810-0682  
Expiration Date: September 30, 2013

## Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.



## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **Availability of Funds**

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2010 Submission Information

## **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: [school.improvement.grants@ed.gov](mailto:school.improvement.grants@ed.gov)

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

## **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

## **Application Deadline**

Applications are due on or before December 3, 2010.

## **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [carlas.mccauley@ed.gov](mailto:carlas.mccauley@ed.gov).

# **FY 2010 Application Instructions**

**Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.**

**Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.**

**We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.**

**Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.**

**SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.**

**APPLICATION COVER SHEET**  
**SCHOOL IMPROVEMENT GRANTS**

Legal Name of Applicant: Minnesota Department of Education	Applicant's Mailing Address: 1500 Highway 36 West Roseville, Minnesota 55113
State Contact for the School Improvement Grant  Name: Patricia K. King  Position and Office: Director, Office of Turnaround Schools  Contact's Mailing Address: Patricia K. King Director, Office of Turnaround Schools 1500 Highway 36 West Roseville, Minnesota 55113  Telephone: (651) 582-8655  Fax: (651) 582-8517  Email address: patricia.k.king@state.mn.us	
Chief State School Officer (Printed Name): Alice Seagren	Telephone: (651) 582-8200
Signature of the Chief State School Officer:  X	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

# FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <p><input checked="" type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver)</p> <p><input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009</p> <p><input type="checkbox"/> SEA elects to generate new lists</p>	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <p><input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition</p>
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	

SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

**A. ELIGIBLE SCHOOLS:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State’s most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State’s FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of “persistently lowest-achieving schools”. An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of “persistently lowest-achieving schools” or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

☒ Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

☐ Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

*For an SEA keeping the same definition of PLA schools, please select one of the following options:*

*For an SEA revising its definition of PLA schools, please select the following option:*

☒ 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

☐ *SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)*

☐ 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

☐ 3. SEA elects to generate new lists. Lists submitted below.

☐ 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

**Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:**

<http://education.state.mn.us/mdeprod/groups/SchImprove/documents/HiddenContent/016115.pdf>

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>1</sup>

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

**EXAMPLE:**

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

<sup>1</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

**EXAMPLE:**

<b>SCHOOLS SERVED WITH FY 2009 SIG FUNDS</b>							
<b>LEA NAME</b>	<b>LEA NCES ID #</b>	<b>SCHOOL NAME</b>	<b>SCHOOL NCES ID#</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>GRAD RATE</b>
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

**Please attach the two tables in a separate file and submit it with the application.**

☒ **SEA has attached the two tables in a separate file and submitted it with its application.**

## **B. EVALUATION CRITERIA:**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

☐ SEA is using the same evaluation criteria as FY 2009.

☒ SEA has revised its evaluation criteria for FY 2010.

**Insert response to Section B Evaluation Criteria here:**

**Part 1**

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

***Minnesota's Vision to turnaround the lowest-achieving schools***

It is our goal to turnaround or close the lowest-achieving schools in Minnesota in order to increase their student achievement to levels to that of higher-performing schools. The state will use the four prescribed intervention models to set high expectations for student performance, provide a safe and supportive environment for learning; support staff and leadership through enhanced professional development programs; and provide the operational flexibility that will allow staff and teachers to help students improve.

**Turning around the persistently lowest-achieving schools in Minnesota**

Minnesota is committed to the shifts in the education system culture and mindsets that will be required to improve academic outcomes for the more than 11,000 students who attend the persistently lowest-achieving schools, and to providing a supportive, stable working environment for teachers and leaders in turnaround schools to improve their effectiveness. To that end, the state has developed a comprehensive plan that increases state oversight, changes the governance structure for turnaround schools and provides proven supports, operational flexibility, and the leadership to successfully implement turnaround programs in our persistently lowest-achieving schools.

Minnesota will primarily use the State-level funds it receives to fund an Office of Turnaround Schools (OTAS) to provide administration, evaluation and technical assistance for grantees. In addition to being charged with overseeing the successful implementation of the four intervention models and other grant activities, the OTAS will be responsible for evaluating LEA applications with respect to the items in Part 1 and Part 2 of this application. Please see Section F, SEA Reservation for more information about the OTAS.

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.

Selecting the appropriate intervention model for each Tier I and Tier II (Tier III, if funding available) school identified on the LEA's application will be critical to the success of improvement efforts. OTAS is committed to providing guidelines and technical assistance for LEAs to identify the intervention model that will meet the needs of a given school.

The criteria the OTAS will use to evaluate the LEA's application with respect to analyzing the needs of each Tier I and Tier II school identified in its application as well as selecting an intervention for each identified school include the extent to which:

- Multiple sources of data have been incorporated into the analysis of the needs of each Tier I and Tier II school identified in the LEA's application. This data may include, but is not limited to:
  - Student demographics

- Student achievement results (Based on State and local accountability results)
- Graduation rates
- Truancy/attendance
- Instruction time
- Survey results
- Staffing needs
- A clear relationship has been established between the specific needs of each Tier I and Tier II (Tier III, if funding available) school identified in the LEA's application and the respective intervention chosen. The LEA has considered its needs in relation to the applicable intervention model by considering factors that may include, but are not limited to, the following:
  - The leadership skills, training and experiences needed to drive school improvement efforts.
  - The optimal assignment of staff to meet student needs.
  - The required operational flexibility to recruit and retain qualified staff.
  - The adequacy of current LEA strategic planning processes to support implementation of the selected intervention model.
  - The other funding resources that must be brought into alignment with the selected intervention model.

The following framework will be used by OTAS to evaluate the LEA applications with respect to the needs assessment and analysis as well as the selection of an intervention model:

<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>● <b>Little to no</b> relevant data has been provided and/or the analysis of needs is lacking or minimal.</li> <li>● The fit between the needs of the school and the model chosen is <b>lacking or minimal</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>A few</b> relevant data sources have been used to provide some analysis of needs.</li> <li>● A <b>general</b> fit between the needs of the school and the model chosen has been demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Multiple</b> relevant data sources have been combined into a thoughtful analysis.</li> <li>● The fit between the needs of the school and the model chosen is <b>specifically and conclusively</b> demonstrated.</li> </ul>

\* Note that a Proficient rating is needed for approval.

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

The comprehensive nature of the four intervention models requires the LEA to work in concert with the school to build capacity for their successful implementation. In addition to the technical assistance to be provided by the OTAS, the school will need to rely on a combination of supports and operational flexibility from the LEA in order to implement the selected intervention model.

The criteria the OTAS will use to evaluate the LEA's application with respect to demonstrating capacity to fully and effectively implement the selected intervention model at each of the Tier I and Tier II (Tier III, if funding available) school(s) identified in its application include, as applicable, the extent to which:

Capacity Factors	Model(s)
Staff has been identified with the credentials and capability to implement the selected intervention model successfully.	All
The ability of the LEA to serve the overall number of Tier I and/or Tier II (Tier III, if funding available) schools identified on the application has been addressed.	All
A commitment to support the selected intervention model has been indicated by: <ul style="list-style-type: none"> <li>• The teachers' union</li> <li>• The school board</li> <li>• Staff</li> <li>• Parents</li> <li>• The charter school authorizer, if applicable</li> </ul>	All
A detailed and realistic timeline for getting the basic elements of the selected intervention model in place by the beginning of the <u>2011-12</u> school year has been provided.	All
A strategic planning process has already taken place that successfully supported the selection and implementation of the intervention model.	All
The history of ability to recruit new principals with the credentials and capability to implement the model has been described.	Turnaround, Transformation
The ability of the LEA to successfully align federal, state and local funding sources with grant activities and to ensure sustainability of the reform measures.	Turnaround, Restart, Transformation
Plans to and barriers from adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application have been outlined.	Turnaround, Restart, Transformation
A governance structure is described that includes an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and for coordinating with the OTAS.	Turnaround, Restart, Transformation
The LEA is prepared to hire <del>at least a .5 FTE Site Administrative Manager (SAM)</del> <u>at least a .5 FTE Site Administrative Manager (SAM) with a school population of 250 students or less or hire a 1.0 FTE Site Administrative Manager (SAM) with a school population over 250 students with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be</u>	Turnaround, Restart, Transformation

<u>responsible for administrative duties at the school not directly related to instruction.</u>		
The LEA intends to take advantage of the provisions of Minnesota's "District-created Site-governed Schools" state statute (§123B.045) to provide additional operational flexibility to implement the selected intervention model.		Turnaround, Restart, Transformation
The LEA has detailed plans in place to implement a teacher evaluation system for all licensed staff that includes at least three observations per year by at least two different reviewers and that has robust measures to ensure inter-rater reliability.		Transformation
The availability of CMOs and EMOs appropriate to the needs of the school to be served that could be enlisted has been described.		Restart
Access to and geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement data are not yet available.		School Closure
The following guideline will be used by OTAS to evaluate the LEA applications with respect to demonstrating the capacity to fully and effectively implement the selected intervention model:		
<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• <b>A few or none</b> of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed.</li> </ul>
* Note that a Proficient rating is needed for approval.		
<p>(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).</p> <p>LEAs will be required to submit a separate <u>three-year</u> budget for each identified school that will allow for a detailed assessment as to whether sufficient funds have been requested and appropriately budgeted to implement the selected intervention model. <u>OTAS will review the projected funding amount per fiscal year to ensure the LEA budget covers the full period of availability.</u></p> <p><del>Due to the funding needed to fully and effectively implement one of the intervention models in each Tier I and Tier II school in the State, Tier III schools will not be funded through SIG.</del> <u>Due to the funding needed to fully and effectively implement one of the intervention models, the SEA commits to serving its Tier III schools only in the likelihood that none of Minnesota's LEAs with Tier I or Tier II schools apply for a School Improvement Grant.</u> With the exception of the school closure model (addressed below), the assessment of sufficiency of funds will be guided primarily by the demonstrated needs of the LEA to allow them to serve each <del>Tier I and Tier II</del> school.</p> <p>LEAs will be asked to describe their needs to implement the selected intervention model(s), and they will</p>		

also be asked to identify relevant areas of alignment with other federal, state and local funding sources. Considering the LEA's demonstrated needs and identified areas of alignment with other funding sources, OTAS will determine if sufficient funds have been budgeted to fully and effectively implement the selected intervention model and other grant requirements, as follows:

- Implementing fully and effectively the components, as outlined in the final requirements, of the respective intervention model selected for each Tier I and Tier II (Tier III, if funding available) school to be served by the application.
- Establishing an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and for coordinating with the OTAS.
- Hiring at least a .5 FTE Site Administrative Manager (SAM) with a school population of 250 students or less or hire a 1.0 FTE Site Administrative Manager (SAM) with a school population over 250 students with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be responsible for administrative duties at the school not directly related to instruction. ~~The SAM will be responsible for administrative duties at the school not directly related to instruction. a full time 1.0 FTE Site Administrative Manager (SAM) at each identified Tier I and Tier II school to be served by the application. A SAM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.~~
- Adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application.
- Providing at least 90 minutes each week for each teacher dedicated to professional learning communities in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application.
- ~~Providing at least 10 days of site-based training as well as a 10-day teacher academy each school-year for each teacher in identified Tier I and Tier II schools to be served by the application.~~
- Providing travel expenses, including mileage, lodging and meals for the principals in identified Tier I and Tier II schools to be served by the application to attend the Minnesota Principals' Academy for approximately 20 days (registration fee, course materials and other expenses will be provided by the SEA).
- Providing training for new teachers that join turnaround schools after the process is underway in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application.

The following guideline will be used by OTAS to evaluate the LEA applications with respect to demonstrating sufficiency of funds (except for schools implementing the school closure model which could be funded at the minimum \$50,000.):

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> <li>• <b>A few or none</b> of the intervention components and other grant requirements have been sufficiently funded <u>for a</u></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> of the intervention components and other grant requirements have been sufficiently funded <u>for a</u> three-year period.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> of the intervention components and other grant requirements have been sufficiently funded <u>for a</u> three-year period.</li> </ul>

three-year period, considering the LEA's demonstrated needs and ability to align other resources.	considering the LEA's demonstrated needs and ability to align other resources.	considering the LEA's demonstrated needs and ability to align other resources.
* Note that a Proficient rating is needed for approval.		

## **Part 2**

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:

(1) Design and implement interventions consistent with the final requirements.

~~Given the compressed timeline for implementation of the intervention models,~~ LEAs will need to have detailed plans in place to demonstrate how the interventions will be designed well in advance of the expected implementation period. The OTAS will assess the LEA's commitment to design and implement interventions consistent with the final requirements by determining the extent to which the LEA provides information about a comprehensive and timely process it will use to design and implement the basic elements of such interventions by the beginning of the 2011-12 school year.

Some factors that the OTAS will use to assess the LEAs commitment to design interventions consistent with the final requirements may include, but are not limited to:

- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them an opportunity to provide input.
- The LEA has staff in place with the expertise and experience to research and design the selected intervention as intended while still meeting local needs.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA has successfully completed a strategic planning process that will guide the design of interventions.
- The LEA has implemented a comprehensive diagnostic process that will inform the design and implementation of intervention strategies.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.

The following guideline will be used by OTAS to evaluate the LEA applications with respect to commitment to design and implement interventions consistent with the final requirements:

<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• <b>Few or none</b> of the factors have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> of the factors have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> of the factors have been <b>adequately</b> addressed.</li> </ul>

\* Note that a Proficient rating is needed for approval.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

An external provider will only be effective insofar as it is closely matched with the needs and local conditions of the school(s) it serves. The SEA will compile a list of Preferred Providers to be included in the LEA application to better assist LEAs in selecting quality external providers with the capacity to effectively assist the school. LEAs that seek to engage external providers must demonstrate in their applications that they have either:

- A. Selected an external provider from the state's Preferred Provider list; or
- B. Conducted a rigorous and inclusive process to select an external provider not on the state's Preferred Provider list (as outlined in the paragraphs below).

The Minnesota Department of Education (MDE) will release a Request for Proposal (RFP) on the agency website to recruit external providers to work in some of the state's lowest achieving schools and be placed on the Preferred Provider list. The RFPs will be reviewed quarterly to ensure MDE is evaluating potential providers on an ongoing basis and to give any denied providers ample opportunity to demonstrate proficiency. Providers who wish to apply will be required to demonstrate their experience and qualifications to work in a turnaround school environment. Both new and long-standing external providers will be encouraged to submit an RFP, as turning around these schools will require skilled professionals with bold and innovative plans to take immediate action and should not exclude ambitious entrepreneurs who may lack a long track record as a provider. LEAs that seek to engage with a new external provider that is not on the Preferred Provider list must demonstrate that the provider has proficiency in areas other than a proven track record as indicated in the rubrics below.

LEAs that propose to engage a provider through their own rigorous recruitment and screening process will be subject to a higher level of scrutiny by OTAS to ensure the selection of high-quality providers; however, all LEAs will need to demonstrate their commitment to selecting quality providers that will meet the specific needs of the school.

**Note that this section only needs to be completed by schools proposing to engage with external provider(s) to implement part of the intervention model. All final contracts with external providers must be submitted to the SEA and will be subject to SEA approval.**

LEAs that plan to work with outside providers, either on or off the state Preferred Provider list, must demonstrate its commitment to recruit, screen, and select external providers, if applicable, to ensure their quality by providing information about:

- Reasonable and timely steps it will take to recruit and screen providers to be in place by the beginning of the 2011-2012 school year that must include, but are not limited to:
  - Analyzing the LEA's operational needs.
  - Analyzing how the LEA's needs could be met by internal staff or other existing partnerships and resources.
  - Researching and prioritizing the external providers available to serve the school.
    - Consider and analyze the external provider market and the state list of Preferred Providers.
    - Contact other LEAs currently or formerly engaged with the external provider regarding their experience.
  - Engaging parents and community members to assist in the selection process.
  - Delineating clearly the respective responsibilities and expectations to be assumed by the

external provider and the LEA.

- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II (Tier III, if funding available) schools to be served by external providers that may include, but are not limited to:
  - A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners.
  - Alignment between external provider services and existing LEA services.
  - Willingness to be held accountable to high performance standards.
  - Capacity to serve the identified school and its selected intervention model.

The following guideline will be used by the SEA to evaluate the application of any LEA that seeks to engage with external providers (on or off the Preferred Provider list) with respect to commitment to recruit, screen, and select external providers to ensure their quality, if applicable:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> <li>• The responsibilities of the external provider and the LEA are <b>minimally or not defined</b> and aligned.</li> <li>• Available providers have <b>not been researched</b>.</li> <li>• The track record of the provider identified has <b>not been addressed</b>, or it does <b>not have a proven track record</b> of success.</li> <li>• The LEA has <b>not indicated</b> that it will hold the external provider accountable to high performance standards.</li> <li>• The capacity of the external provider to serve the identified school has <b>not been addressed</b>, or has been <b>minimally addressed</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and community members have had <b>some</b> involvement in the selection process.</li> <li>• The responsibilities of the external provider and the LEA are <b>broadly</b> defined and aligned.</li> <li>• Available providers have been <b>researched</b>.</li> <li>• The provider identified <b>generally</b> has a proven track record of success.</li> <li>• The LEA has <b>indicated</b> that it will hold the external provider accountable to high performance standards.</li> <li>• The capacity of the external provider to serve the identified school has been <b>explored</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and community members have been <b>meaningfully</b> involved from the beginning of the selection process.</li> <li>• The responsibilities of the external provider and the LEA are <b>clearly defined</b> and aligned.</li> <li>• Available providers have been <b>thoroughly</b> researched.</li> <li>• The provider identified has a proven track record of success in working with <b>similar schools and/or student populations</b>.</li> <li>• The LEA has <b>specifically</b> planned how it will hold the external provider accountable to high performance standards.</li> <li>• The capacity of the external provider to serve the identified school has been <b>clearly demonstrated</b>.</li> </ul>

\* Note that a Proficient rating in four or more criteria is needed for approval.

In addition to the criteria outlined above, LEAs that propose to engage external providers **not** included on the Preferred Provider list must demonstrate in their applications that the provider(s) possesses the following attributes, relative to specific service(s) proposed:

- Qualified staff
  - The applicant has senior-level administrative staff with experience in leading school improvement efforts in place and available to work directly on site with LEAs and

schools in Minnesota

- Existing methods
  - The applicant has developed research based methods and procedures for conducting the proposed service(s)
- Track record
  - The applicant has a track record of success in providing the proposed service(s) to Minnesota LEAs and schools LEAs and schools in a turnaround environment.

The following guideline will be used by the SEA to evaluate the LEA application with respect to the capacity of any external provider(s) proposed that are **not** on the state Preferred Provider list, if applicable:

<b><u>Not Adequately Demonstrated</u></b>	<b><u>Basic</u></b>	<b><u>Proficient*</u></b>
<ul style="list-style-type: none"> <li>• <b><u>Senior-level administrative staff with experience leading school improvement efforts are <u>not</u> in place and available for on-site activities.</u></b></li> <li>• <b><u>Research based methods and procedures for conducting the proposed service(s) have <u>not</u> been developed.</u></b></li> <li>• <b><u>A track record of success in conducting the proposed service(s) to Minnesota LEAs and schools LEAs and schools in a turnaround environment <u>has not</u> been demonstrated.</u></b></li> <li>• <b><u>An ongoing evaluation process to determine the effectiveness of the service(s) has <u>not</u> been developed.</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Senior-level administrative staff with <u>limited</u> experience leading school improvement efforts are <u>in</u> place and available for on-site activities.</u></b></li> <li>• <b><u>Research based methods and procedures for conducting the proposed service(s) <u>are</u> minimal.</u></b></li> <li>• <b><u>A track record of success in conducting the proposed service(s) to Minnesota LEAs and schools LEAs and schools in a turnaround environment <u>has</u> been generally demonstrated.</u></b></li> <li>• <b><u>An ongoing evaluation process to determine the effectiveness of the service(s) has <u>been</u> partially developed.</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Senior-level administrative staff with <u>extensive</u> experience leading school improvement efforts are <u>in</u> place and available for on-site activities.</u></b></li> <li>• <b><u>Research based methods and procedures for conducting the proposed service(s) have <u>been</u> fully developed.</u></b></li> <li>• <b><u>A track record of success in conducting the proposed service(s) to Minnesota LEAs and schools LEAs and schools in a turnaround environment <u>has</u> been demonstrated with specific examples related to those service(s).</u></b></li> <li>• <b><u>An ongoing evaluation process to determine the effectiveness of the service(s) has <u>been</u> fully developed.</u></b></li> </ul>
* Note that a Proficient rating in three or more criteria is needed for approval.		

### (3) Align other resources with the interventions.

One of the most effective ways in which an LEA can build capacity for a school to implement one of the intervention models is to align other resources with school improvement activities. While funding sources and opportunities for alignment will vary by LEA, it is critical that areas for alignment of resources are identified in the LEA application. Minnesota will carefully assess the LEA's commitment to align ALL school resources with the SIG funds by determining the extent to which it demonstrates the ability and willingness to effectively integrate various activities funded at the federal, state and local level with SIG-

funded activities. Funding sources that may be considered when assessing the LEA's commitment to align other resources to the SIG interventions include, but are not limited to: Title I, Title II, Part A; Title II, Part D; Title III, Part A; and state and local revenues, as well as State Fiscal Stabilization Funds.

OTAS will strongly encourage grantee LEAs to implement schoolwide Title I programs for added flexibility. For schoolwide plans, LEAs will be asked how the Consolidated funds such as Title I Part A, Title II Part A and other federal and state funds be used to support one of the school intervention models required under the school improvement grants [1003(g) funds]. If other key resources are not currently aligned with proposed SIG interventions, what steps will the LEA take to bring them into alignment? The LEA and schools will need to demonstrate, through various pieces of evidence, such as strategic plans, board minutes, district policies and staffing structure, that other funding sources are aligned with SIG-funded activities.

The following table is not exhaustive but provides examples of other funding sources and how they may be aligned with the various intervention models:

Resource	Model(s)	Alignment with SIG
<b>Federal Resources</b>		
<b>Title I, Part A</b> - Regular and stimulus funds (schoolwide or targeted assistance programs)	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>Provide support for implementing a research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards.</li> </ul>
<b>1003(a) Statewide System of Support</b> – AYP funds	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>Assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the intervention model.</li> </ul>
<b>Title II, Part A</b>	Turnaround, Transformation	<ul style="list-style-type: none"> <li>Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.</li> </ul>
<b>Title II, Part D</b> - Ed Tech	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>Provide staff online job-embedded professional development.</li> <li>Promote the continuous use of student data through electronic means.</li> </ul>
<b>Title III, Part A</b> - LEP	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>Provide staff job-embedded professional development aligned to grant goals to assist them in serving English Language Learners.</li> </ul>
<b>State Resources</b> (suggested resources may include, but are not limited to, the following)		
<b>Q Comp</b> – Minnesota's educator alternative compensation program	Turnaround, Transformation	<ul style="list-style-type: none"> <li>Identify and reward school leaders, teachers and other staff who have increased student achievement and graduation rates.</li> <li>Recruit, place and retain staff with the necessary skills using financial incentives and increased opportunities for promotion and career growth.</li> <li>Provide high-quality job-embedded</li> </ul>

		professional development designed to assist educators in implementing the intervention model.
<b>Professional Development Set-aside</b> – 2% of state general revenue for professional development	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>Provide staff with high-quality job-embedded professional development designed to assist them in implementing the intervention model.</li> </ul>
The following guideline will be used by OTAS to evaluate the LEA applications with respect to commitment to alignment of other resources with the interventions:		
<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li><b>Inappropriate or a few</b> other resources have been identified for alignment.</li> <li>Ways in which to align with the interventions have <b>not</b> been provided, or proposed areas for alignment are <b>not relevant</b> to the interventions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited</b> other resources have been identified for alignment.</li> <li><b>General ways</b> in which to align with the interventions have been provided for <b>some of</b> the other resources available.</li> </ul>	<ul style="list-style-type: none"> <li><b>Multiple</b> other resources have been identified for alignment.</li> <li><b>Specific ways</b> in which to align with the interventions have been provided for <b>each</b> other resource available.</li> </ul>
* Note that a Proficient rating is needed for approval.		
<p>(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.</p> <p>Given the extraordinary needs of students in our lowest-performing schools, it is essential to have a more flexible approach to staffing and scheduling of teachers. To succeed, Minnesota must invest in teachers who can bring the proper instructional strategies and cultural competency to challenge and motivate students in turnaround schools. To succeed, turnaround schools must have flexibility to increase instructional time and the way the school day and year are organized to best meet the needs of students. Minnesota will ensure increased operational flexibility to meet the needs of students, teachers and leaders in turnaround schools throughout the state by negotiating at the local level with labor and managements of LEAs with turnaround schools. Minnesota’s “District-created Site-governed Schools,” Minn. Statute §123B.045 permits these “micro negotiations” at the district level in to implement increased flexibility.</p> <p>The OTAS will assess the LEA’s commitment to modify its practices or policies, if necessary, to enable it to implement the selected intervention(s) fully and effectively by determining the extent to which it demonstrates the ability and willingness to implement:</p> <ul style="list-style-type: none"> <li>Teacher hiring outside of typical seniority rules (e.g., principal-determined, mutual consent or teacher-led council input at site-governed schools).</li> <li>Stability for effective teachers working in turnaround schools (including, but not limited to protection from bumping and layoffs for at least two staffing cycles or three full school years).</li> <li>A low-stakes, low-barrier transfer process for teachers struggling to be effective in turnaround schools (e.g., move to another school at request of management/labor committee). Local LEAs can also decide to fund “soft landing” (e.g., providing one year of severance) packages for teachers displaced during the turnaround process, if approved by the local teachers union.</li> </ul>		

- Adding at least an hour of additional instruction time per day for Tier I and Tier II (Tier III, if funding available) schools.
- Alternative or extended school-year calendars that add time beyond the additional hour of instruction time per day for Tier I and Tier II (Tier III, if funding available) schools.

The following guideline will be used by OTAS to evaluate the LEA applications with respect to commitment to modify practices or policies when necessary:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> <li>• <b>Very limited or no</b> flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.</li> <li>• <b>Very limited or no</b> additional instructional time and/or alternative or extended school-year calendars that add instruction time per day have been provided.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited</b> flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.</li> <li>• Additional instructional time and/or alternative or extended school-year calendars that add <b>less than an additional hour</b> of instruction time per day have been provided.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Flexibility</b> has been provided for hiring, retaining and transferring staff to facilitate the selected model.</li> <li>• Additional instructional time and/or alternative or extended school-year calendars that <b>add an additional hour of instruction time per day</b> have been provided.</li> </ul>

\* Note that a Proficient rating is needed for approval.

(5) Sustain the reforms after the funding period ends.

In designing their applications, LEA leaders must seek to plan for sustainability from the outset (Center on Innovation and Improvement, 2010). Steps must be taken to ensure that the school improvement activities do not become derailed when staffing or funding arrangements change. Generally, the more internal capacity is built while at the same time maintaining community engagement and support, the more effectively school improvement practices will become embedded in the culture of the school.

The OTAS will assess the LEAs commitment to sustaining reforms after the funding period ends by determining the extent to which:

Criteria	Model(s)
The school staff and wider communities share reform leadership in the planning phase as well as throughout implementation.	All
There are plans in place to deal with staffing and funding changes, including transitions in leadership.	All
A strategic planning process is in place at the LEA that supports the long-term implementation of educational reforms and built in checkpoints along the way to monitor levels of implementation and progress toward outcomes.	All
The “schoolwide” Title I, Part A plan sustains critical elements of	All

the reform. A budget analysis is planned to consolidate federal, state and local funding sources towards sustaining critical reform elements.		
A comprehensive system of formative and summative data collection is in place to track progress and results and to drive decision making.	All	
Plans are in place to sustain the intervention model when the SIG funding for external providers, including CMOs, EMOs, OTAS, NISL and others, expires.	All	
Other funding sources are under considerations to enable the school to continue offering additional instructional time or alternative/extended school-year calendars.	All	
A system for measuring the fidelity of classroom-level implementation of evidence-based instructional practices is operational.	Turnaround, Restart, Transformation	
Time has been reserved and protected for educators to collaborate in order to sustain initiatives.	Turnaround, Restart, Transformation	
Measures, including training, are taken to ensure that new staff will understand and take part in improvement initiatives.	Turnaround, Transformation	
Professional development is job-embedded to assist educators in implementing reform initiatives in their classrooms.	Turnaround, Transformation	
The following guideline will be used by OTAS to evaluate the LEA applications with respect to commitment to sustaining reforms after the funding period ends:		
<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>A few or none of the above sustainability criteria relevant to the school's selected intervention model have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the above sustainability criteria relevant to the school's selected intervention model have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>All of the above sustainability criteria relevant to the school's selected intervention model have been <b>adequately</b> addressed.</li> </ul>
* Note that a Proficient rating is needed for approval.		

**B-1. ADDITIONAL EVALUATION CRITERIA:** In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

**Insert response to Section B-1 Additional Evaluation Criteria here:**

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period to help an LEA prepare for full implementation in the following school year?

Using part of an LEA's first-year allocation for SIG-related activities during the pre-implementation period enables the school to prepare for full and effective implementation of the intervention model at the start of the school year. Since SIG funds awarded for the first year have to be used for both the pre-implementation period as well as the duration of the school year, the LEA must be deliberate when creating its year one budget.

Preparatory activities in the spring or summer prior to full implementation can only be carried out if they are sufficiently funded to adequately prepare the LEA for an effective implementation of the selected intervention model. LEAs will be required to identify all expenses related to pre-implementation activities as part of their application. OTAS will evaluate whether the LEA's proposed budget with respect to activities carried out during the pre-implementation period will prepare the LEA for full and effective implementation in the following school year. The evaluation criteria may include, but are not limited to, the extent to which:

- The LEA demonstrates that sufficient funds have been budgeted for the pre-implementation period to cover the full and effective implementation of the selected intervention model for the duration of year one.
- The expenses related to activities carried out during pre-implementation are reasonable and necessary to prepare the LEA for full implementation of the intervention model.
- The LEA adequately identifies how funding activities during pre-implementation will address

the needs of the school and advance the overall goal of the SIG program.

The following guideline will be used by OTAS to evaluate the LEA's proposed budget with respect to activities carried out during the pre-implementation period:

<b><u>Not Adequately Demonstrated</u></b>	<b><u>Basic</u></b>	<b><u>Proficient*</u></b>
<ul style="list-style-type: none"> <li><u>A few or none of the pre-implementation activities have been sufficiently funded to adequately prepare the LEA for full implementation of the selected intervention model.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Most of the pre-implementation activities have been sufficiently funded to adequately prepare the LEA for full implementation of the selected intervention model.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>All of the pre-implementation activities have been sufficiently funded to adequately prepare the LEA for full implementation of the selected intervention model.</u></li> </ul>

\* Note that a Proficient rating is needed for approval.

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

~~Activities carried out by an LEA during the pre-implementation period are not required; however, the needs of each school should be carefully examined and possible pre-implementation strategies should be explored.~~ Activities carried out by an LEA during the pre-implementation period must prepare the school for a full and effective implementation of the selected intervention model. The Office of Turnaround Schools (OTAS) is committed to providing assistance as LEAs determine the potential need to engage in SIG-related activities as part of the pre-implementation process.

The OTAS will review the LEA's application with respect to using SIG funds prior to full implementation based on the demonstrated need to engage in preparatory activities for a successful implementation of the selected intervention model. An LEA may only engage in activities that are both reasonable and necessary to advance the overall goal of the SIG program of improving student academic achievement. Although the following list is not exhaustive, these possible activities will serve as a guideline for OTAS to evaluate the LEA's proposed pre-implementation plan:

- Holding community meetings to gain support and discuss school improvement plans that parallel the requirements of the selected intervention model.
- Communicating with parents and the community about the turnaround efforts of the school and improvement plans through press releases, newsletters, newspaper announcements and direct mailings.
- Holding meetings regarding school choices and providing counseling to assist families with transitioning to a new school if the school is implementing the closure model.
- Conducting a rigorous review process to select and develop contracts with a charter school operator, a CMO, or an EMO.
- Recruiting, screening and selecting external providers to assist in planning for and carrying out activities necessary for implementation of the school intervention model.
- Engaging in activities to recruit and hire the new principal, leadership team, instructional staff

and administrative support so that they may begin planning for full and effective implementation of the selected intervention model.

- Providing supplemental remediation or enrichment programs prior to the start of school for all students to get a jump start on the 2011-2012 school year.
- Selecting and purchasing supplemental instructional materials that are aligned with State academic standards and have research-based evidence of raising student academic achievement.
- Compensating staff for instructional planning, such as analyzing student data, developing curriculum aligned to State standards and vertically aligned across grade levels, and collaborating to develop interim assessments.
- Training staff members on new or revised instructional programs and evaluation systems that are aligned with the school's instructional plan and intervention model.
- Providing instructional support such as curriculum coaching, consulting with outside experts and observing classroom practice.
- Piloting a data system and analyzing data on the leading baseline indicators or student achievement.

The following guideline will be used by OTAS to evaluate whether the LEA's proposed activities intended to be carried out during the pre-implementation period are allowable:

<u><b>Not Adequately Demonstrated</b></u>	<u><b>Basic</b></u>	<u><b>Proficient*</b></u>
<ul style="list-style-type: none"> <li>• <u><b>A few or none</b> of the pre-implementation activities are directly related to the full implementation of the selected intervention model.</u></li> <li>• <u><b>A few or none</b> of the pre-implementation activities address the needs of the school and advance the overall goal of the SIG program of improving student achievement.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u><b>Most</b> of the pre-implementation activities are directly related to the full implementation of the selected intervention model.</u></li> <li>• <u><b>Most</b> of the pre-implementation activities address the needs of the school and advance the overall goal of the SIG program of improving student achievement.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u><b>All</b> of the pre-implementation activities are directly related to the full implementation of the selected intervention model.</u></li> <li>• <u><b>All</b> of the pre-implementation activities address the needs of the school and advance the overall goal of the SIG program of improving student achievement.</u></li> </ul>

\* Note that a Proficient rating is needed for approval.

**C. CAPACITY:** The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

☐ SEA is using the same evaluation criteria for capacity as FY 2009.

☒ SEA has revised its evaluation criteria for capacity for FY 2010.

**Insert response to Section C Capacity here:**

Minnesota will place a high priority on serving each of its Tier I schools, and claims of lack of capacity to serve any of these schools will be carefully scrutinized. The criteria and process described below will enable the OTAS to effectively assess and analyze LEAs' capacity to implement one of the intervention models in their Tier I schools.

The OTAS will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school by considering the following factors in relation to each such school, as applicable:

Capacity Factors	Model(s)
Staff has been identified with the credentials and capability to implement the selected intervention model successfully.	All
The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed.	All
A commitment to support the selected intervention model has been indicated by: <ul style="list-style-type: none"> <li>• The teachers' union</li> <li>• The school board</li> <li>• Staff</li> <li>• Parents</li> <li>• The charter school authorizer, if applicable</li> </ul>	All
A detailed and realistic timeline for getting the basic elements of the selected intervention model in place by the beginning of the 2011-2012 school year	All

has been provided.	
A strategic planning process has already taken place that successfully supported the selection and implementation of the intervention model.	All
The history of ability to recruit new principals with the credentials and capability to implement the model has been described.	Turnaround, Transformation
The ability of the LEA to successfully align federal, state and local funding sources with grant activities and to ensure sustainability of the reform measures.	Turnaround, Restart, Transformation
Plans to and barriers from adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application have been outlined.	Turnaround, Restart, Transformation
A governance structure is described that includes an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and for coordinating with the OTAS.	Turnaround, Restart, Transformation
The LEA is prepared to hire <u>at least a .5 FTE Site Administrative Manager (SAM) with a school population of 250 students or less or hire a 1.0 FTE Site Administrative Manager (SAM) with a school population over 250 students with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be responsible for administrative duties at the school not directly related to instruction.</u> <del>at least a .5 FTE Site Administrative Manager (SAM) with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be responsible for administrative duties at the school not directly related to instruction.</del>	Turnaround, Restart, Transformation
The LEA intends to take advantage of the provisions of Minnesota's "District-created Site-governed Schools" state statute (§123B.045) to provide additional operational flexibility to implement the selected intervention model.	Turnaround, Restart, Transformation
The LEA has detailed plans in place to implement a teacher evaluation system for all licensed staff that includes at least three observations per year by at least two different reviewers and that has robust measures to ensure inter-rater reliability.	Transformation
The availability of CMOs and EMOs appropriate to the needs of the school to be served that could be enlisted has been described.	Restart
Access to and geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement	School Closure

data are not yet available.	
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When an LEA may have more capacity than it has demonstrated on its application, the OTAS will take the following action steps to evaluate the sufficiency of the LEA's claim:

- The SEA will request clarifications using the above capacity factors.
- LEAs will resubmit a response to the SEA with clarifications.
- The SEA will assess and analyze the capacity factors again.
- If a lack of capacity is still claimed by the LEA, the SEA will engage in discussions with the LEA to elicit additional information about the capacity to implement an appropriate intervention model at each of its Tier I schools.
- A final determination will be made by the SEA regarding the LEA's lack of capacity.

**D (PART 1). TIMELINE:** An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

**Insert response to Section D (Part 1) Timeline here:**

Upon funding becoming available for subgrants, the SEA will undertake the following process for approving LEA applications:

<u>Date</u>	<u>Process</u>
<u>December 2010</u>	<u>Distribute the letter of intent to apply to all eligible LEAs</u>
<u>January 2011</u>	<u>Conduct school reviews by an outside provider to evaluate the LEAs' capacity and readiness to implement an intervention model.</u>
<u>February 2011</u>	<u>Open the grant opportunity to eligible applicants on the SEA's online grants management system</u>
<u>March- May 2011</u>	<u>Application development during which time the SEA will provide intensive technical assistance to eligible grantees</u>
<u>May 2011</u>	<u>Application due to OTAS</u>
<u>May 2011</u>	<u>Engage in pre-screening process of the applications, including, but not limited to, determining if applications:</u> <ul style="list-style-type: none"> <li>• <u>Are from eligible applicants</u></li> <li>• <u>Comply with selected grant assurances</u></li> </ul>
<u>May 2011</u>	<u>Complete application reviews by using the following process:</u> <ul style="list-style-type: none"> <li>• <u>Identify qualified reviewers internal to the SEA</u></li> <li>• <u>Assign two reviewers to each application</u></li> <li>• <u>Record review data in electronic system</u></li> </ul>
<u>May-June 2011</u>	<u>Request, collect and review clarifications to applications as needed</u>
<u>June 2011</u>	<u>Announce final awards</u>
<u>July 2011</u>	<u>SIG – Round II grantee implementation begins</u>

**D (PARTS 2-8). DESCRIPTIVE INFORMATION:**

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.<sup>3</sup>

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

☒ SEA is using the same descriptive information as FY 2009.

☐ SEA has revised its descriptive information for FY 2010.

**Insert response to Section D (Parts 2-8) Descriptive Information here:**

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

Setting rigorous yet attainable SMART goals for student achievement and/or graduation rate is critical to focusing school improvement activities and evaluating the outcomes of the selected intervention model (Schmoker, 1999). Minnesota will put into place the comprehensive system below to not only review the goals of grantees, but to also guide their work in setting rigorous yet attainable goals.

### **Process for Reviewing LEA Annual Goals for Student Achievement and Graduation Rate**

OTAS will annually review Tier I and Tier II (Tier III, if funding available) schools' progress toward meeting their student achievement and/or graduation rate goals using the following process:

- The goals will have been previously approved as part of the LEA's SIG application to include a valid and defined measure for the assessment with a starting and ending value to indicate the increase desired.
- OTAS will review the measure of academic achievement or graduation rate stated in the goal.
- OTAS will gather state assessment or graduation rate data concerning that measure.
- The final value in the goal will be compared to current data.
- If the current data for that measure is equal to or greater than the final value of the goal, the goal would be considered met.

### **Process to Determine whether to Renew an LEA's Grant for an Additional Year**

If an LEA is not meeting its annual goals for student achievement for its Tier I and Tier II (Tier III, if funding available) schools and is not making progress on the leading indicators in section III of the final requirements, the OTAS will determine whether to renew an LEA's School Improvement Grant for such schools based on the submission of a Grant Implementation Narrative and the completion of Action Steps meant to improve the full and effective implementation of the selected model.

Since implementing an intervention model with fidelity is strongly correlated with better outcomes (Fixen, et al., 2005), it is critical to monitor and evaluate the extent to which the selected intervention model has been implemented as intended. The LEA Grant Implementation Narrative described below will prompt LEAs to describe both how well the grant activities have been implemented with fidelity and/or barriers to full implementation. The LEA Grant Implementation Narrative will also prompt LEAs to analyze the outcomes of grant activities by using student achievement and other data sources.

The following table summarizes data sources that may be used by the LEA when completing the Grant Implementation Narrative:

LEA Grant Implementation Narrative Section	Possible Data Sources
Demonstrate that the selected intervention model has been implemented with fidelity.	<ul style="list-style-type: none"> <li>• Surveys and interviews</li> <li>• Observations and walk-throughs</li> <li>• Document and artifact reviews</li> </ul>
Describe barriers to implementing the selected	Barriers to:

intervention model with fidelity (if applicable).	<ul style="list-style-type: none"> <li>• Recruiting, selecting and retaining staff with the qualifications to effectively implement the selected intervention model.</li> <li>• Providing job-embedded professional development and/or coaching to assist staff to implement the selected intervention model.</li> <li>• Obtaining appropriate operational flexibility to implement the selected intervention model.</li> <li>• Accessing and working with data to drive decision making.</li> <li>• Garnering staff and community buy in for the selected intervention model.</li> </ul>
Provide an analysis of why the selected intervention model has not enabled the school to meet its annual goals for student achievement or to make progress on the leading indicators.	<ul style="list-style-type: none"> <li>• MCA-II/MTELL/MTAS student achievement data</li> <li>• Other nationally-normed standardized assessment given at the local level</li> <li>• Formative assessments</li> <li>• Leading indicators</li> <li>• Needs assessments</li> </ul>

The LEA must also take action steps to fully and effectively implement or change the selected intervention model at the direction of the OTAS in order to achieve renewal of the grant. Action steps required for grant renewal will be based on the content of the Grant Implementation Narrative and may include, but are not limited to:

- Revisiting results of initial diagnostic and/or completing a follow-up diagnostic.
- Changing the selected intervention model.
- Replacing the principal and/or staff that have been ineffective in implementing the selected intervention model.
- Making significant revisions to the grant budget.
- Allowing additional operational flexibility for the school administrators and instructional leaders.
- Creating additional student instructional time.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

The SEA commits to serving its Tier III schools only in the likelihood that none of Minnesota's LEAs with Tier I or Tier II schools apply for a School Improvement Grant. The same process as indicated above for Tier I and Tier II schools will be used to review the goals an LEA establishes for its Tier III schools and determine grant renewal. Please see the process in Section D, Part 2 for evaluating SMART

goals and determining whether to renew an LEA's School Improvement Grant.

~~Minnesota has chosen to serve only Tier I and Tier II schools in order to preserve sufficient funding to implement one of the intervention models fully and effectively in each such school.~~

- (4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

The OTAS will collect data to monitor the implementation of the selected intervention model at each Tier I and Tier II (Tier III, if funding available) school identified to be served on approved LEA applications. This ongoing data collection will allow for the tracking of progress toward grant goals and leading indicators as well as for the identification and dissemination of successful implementation practices and lessons learned. Finally, the data collected will assist with desk reviews and on-site monitoring visits. The LEA will provide data to the OTAS for the purposes of monitoring that may include, but is not necessarily limited to the following areas:

- Site progress against achievement goals (including student achievement and academic growth).
- The effectiveness of instruction and the quality of the learning environment.
- Feedback from students and parents to learn if the school and staff are seen as invested in the success of every student – regardless of background or academic challenges/performance.
- Progress toward improvement on the leading indicators.
- Staffing decisions based on skills, qualifications and experience relevant to the selected intervention model.
- Progress toward taking advantage of increased operational flexibility.

- (5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

Minnesota has a strong commitment to serving each of its Tier I and Tier II schools, and will encourage all LEAs with such schools to apply to serve them. If the OTAS does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies, it will seek to target grant funds to where they will have the most impact. In order to ensure maximum impact, the OTAS will prioritize the use of school improvement funds to schools within LEAs that demonstrate in their applications the greatest overall need for SIG funds and that show the strongest commitment and capacity for ensuring that such funds will be used to substantially raise student achievement.

- (6) Describe the criteria, if any that the SEA intends to use to prioritize among Tier III schools.

The SEA commits to serving its Tier III schools only in the likelihood that none of Minnesota's LEAs with Tier I or Tier II schools apply for a School Improvement Grant. In the case that Minnesota must serve its Tier III schools, it will seek to target grant funds to where they will have the most impact. The SEA will prioritize the use of school improvement funds to LEAs with Tier III schools that demonstrate

in their applications the greatest overall need for SIG funds and that show the strongest commitment and capacity for ensuring that such funds will be used to substantially raise student achievement.

~~Minnesota has chosen to serve only Tier I and Tier II schools in order to preserve sufficient funding to implement one of the intervention models fully and effectively in each such school.~~

- (7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

N/A

- (8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.<sup>2</sup>

N/A

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<sup>2</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

## E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- ☒ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ☒ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- ☒ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ☒ Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- ☒ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☒ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- ☒ Report the specific school-level data required in section III of the final requirements.

**F. SEA RESERVATION:** The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

**Insert response to Section F SEA Reservation here:**

Minnesota will primarily use the State-level funds reserved from its School Improvement Grant allocation to fund an Office of Turnaround Schools (OTAS) to provide administration, evaluation and technical assistance for grantees. OTAS is charged with overseeing the successful implementation of the four intervention models and other grant activities, and it is accountable to the Commissioner and the SEA for progress made against performance targets and other leading indicators.

OTAS will foster collaboration and enhance relationships with LEAs because the details of its operation and leadership will be informed by an advisory board. Membership in the OTAS advisory board will include: LEAs, representatives from local and/or state teacher unions, higher education, education organizations, leaders that reflect the diversity of the student populations and have expertise in accelerating achievement for traditionally underserved minority students, foundations and the Minnesota business community.

OTAS will conduct the following activities related to administration, evaluation, and technical assistance:

- **Coordinate Diagnostics.** For all lowest-achieving schools in the state, OTAS will coordinate a diagnostic and, in partnership with LEAs, determine the appropriate turnaround strategy. For schools already in turnaround, the decision to continue or restart will be determined by OTAS in partnership with LEAs, depending on progress against goals, leading indicators and school needs.
- **Review third-party partners.** OTAS will be responsible for ensuring that outside parties that assist in turnarounds have track records of success and can succeed in Minnesota. OTAS will manage the request for proposal and selection process for charter school authorizers, charter management organizations and education management organizations.
- **Principal selection.** OTAS will play a role in selecting principals in all turnaround schools and may approve all final hiring decisions for all turnaround principals. Candidates will include high-potential principals and charter school directors with demonstrated effectiveness and (ideally) previous experience turning around schools, leading struggling schools to high performance, and generating high student progress on the Minnesota growth model.
- **Site-level hiring.** OTAS will also approve the teacher hiring processes at the site level to ensure the process aligns with appropriate an intervention strategy as outlined in this notice. The goal will be to create a cadre of highly-effective teachers for each site, who will have high expectations for students, the ability to raise performance of low-achieving

students, a high commitment to the turnaround and the ability to work collaboratively with other educators.

- Principal development. OTAS will provide research expertise and work with the University of Minnesota to develop curriculum and content for a special track in the Minnesota Principals Academy for turnaround principals.
- Teacher development. OTAS will provide guidance and recommended curriculum for professional development of teachers in turnaround schools, including cultural competency training, based on the demographic makeup of the turnaround site.
- OTAS will collect data to monitor the implementation of the selected intervention model at each Tier I and Tier II (Tier III, if funding available) school identified to be served on approved LEA applications. This ongoing data collection will allow for the tracking of progress toward grant goals and leading indicators as well as for the identification and dissemination of successful implementation practices and lessons learned. Finally, the data collected will assist with desk reviews and on-site monitoring visits. The LEA will provide data to OTAS for the purposes of monitoring that may include, but is not necessarily limited to the following areas:
  - Site progress against achievement goals (including student achievement and academic growth).
  - The effectiveness of teaching and the quality of the learning environment.
  - Feedback from students and parents to learn if the school and staff are seen as invested in the success of every student – regardless of background or academic challenges/performance.
  - Progress toward improvement on the leading indicators.
  - Staffing decisions based on skills, qualifications and experience relevant to the selected intervention model.
  - Progress toward taking advantage of increased operational flexibility.

**G. CONSULTATION WITH STAKEHOLDERS:** The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

☒ The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

☐ The SEA has consulted with other relevant stakeholders, including

**H. WAIVERS:** SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

#### **WAIVERS OF SEA REQUIREMENTS**

**Enter State Name Here** Minnesota requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

##### **Waiver 1: Tier II waiver**

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

##### **Assurance**

☐ The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Note:** An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

**Waiver 2: n-size waiver**

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

**Assurance**

☐ The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

**Waiver 3: New list waiver**

☒ Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

**Assurance**

☒ The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

**WAIVERS OF LEA REQUIREMENTS**

**Enter State Name Here** Minnesota requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 4: School improvement timeline waiver**

☒ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

**Assurances**

☒ The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☒ The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.**

**Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot**

**request this waiver to “start over” their school improvement timeline again.**

**Waiver 5: Schoolwide program waiver**

☒ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

**Assurances**

☒ The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☒ The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.**

**PERIOD OF AVAILABILITY WAIVER**

**Enter State Name Here** Minnesota requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

**Waiver 6: Period of availability of FY 2009 carryover funds waiver**

☒ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

**Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.**

**ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**  
**(Must check if requesting one or more waivers)**

☒ The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

## PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

**The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.**

### LEA APPLICATION REQUIREMENTS

#### **A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
  - The LEA has analyzed the needs of each school and selected an intervention for each school; and
  - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Design and implement interventions consistent with the final requirements;
  - Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Align other resources with the interventions;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
  - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

**Example:**

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## **APPENDIX A**

### **SEA ALLOCATIONS TO LEAS AND LEA BUDGETS**

#### **Continuing Impact of ARRA School Improvement Grant Funding in FY 2010**

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

### **Maximizing the Impact of Regular FY 2010 SIG Allocations**

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

### **Continuation of \$2 Million Annual Per School Cap**

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (e.g., a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

### **LEA Budgets**

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

## **SEA Allocations to LEAs**

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

## **APPENDIX B**

	<b>Schools an SEA MUST identify in each tier</b>	<b>Newly eligible schools an SEA MAY identify in each tier</b>
<b>Tier I</b>	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” <sup>§</sup>	Title I eligible <sup>**</sup> elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier II</b>	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. <sup>††</sup>	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two years.</li> </ul>

<sup>§</sup> “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

<sup>\*\*</sup> For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

<sup>††</sup> Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

## LEA Application Form



1500 Highway 36 West

T: (651) 582-8200

Roseville, MN 55113-4266

TTY: (651) 582-8201

### **School Improvement Grants (SIG) Regular and American Recovery and Reinvestment Act (ARRA)** **Grant Opportunity Materials**

**TO:** Superintendent of Schools and Charter School Directors

**FROM:** Patricia K. King, Director, Office of Turnaround Schools

**DATE:** March 1, 2011

**ACTION REQUIRED:** Submission of Application Materials by **May 13, 2011**

This notification of the availability of grant funds is made for the purpose of turning around the identified persistently lowest achieving Tier I and Tier II schools (Tier III, if funding available) in the state by substantially raising the achievement of students attending those schools.

The Minnesota Department of Education (MDE), Division of School Improvement is soliciting applications from Local Education Agencies (LEAs) receiving Title I, Part A funds with an identified persistently lowest achieving school(s) in Tier I or Tier II (Tier III, if funding available) in the state (See Appendix A). LEAs selected for award will fully and effectively implement one of the following interventions in each of the grantee LEA's Tier I and Tier II schools (Tier III, if funding available) identified on the grant application (Appendix A):

(A) Turnaround Model; (B) Restart Model; (C) School Closure; (D) Transformation Model.

A total of \$12,923,400.50 is available to fund project(s) with a minimum of \$50,000 (School Closure model) and a maximum of \$2,000,000 per year and commensurate with the demonstrated needs of each eligible identified Tier I and Tier II school (Tier III, if funding available). Funds are renewable upon making progress toward meeting grant goals (non-renewable for School Closure model) from funds made available through ARRA funds, CFDA #84.388A, and from regular school improvement funds, CFDA #84.377A, for Title I, Part A Section 1003 (g) of the Elementary and Secondary Education Act (ESEA).

Eligible applicants must be LEAs receiving Title I, Part A funds with an identified persistently lowest achieving school(s) in Tier I or Tier II (Tier III, if funding available) in the state (See Appendix A). Priority will be given to LEAs that commit to serving all of their school(s) in Tier I and/or Tier II (Tier III, if funding available) of the identified persistently lowest-achieving schools in the state and that have the greatest overall need for SIG ARRA and regular funds. Successful applicants will also demonstrate on their applications the strongest commitment and capacity for ensuring that such funds are used to substantially raise student achievement. MDE highly encourages all eligible parties to respond.

The proposed award period is anticipated to be July 1, 2011, through September 30, 2014.

Each application must contain the elements as listed in the **Application Components** section.

This notification of grant opportunity does *not* obligate the state to make an award. The state reserves the right to cancel this notification if it is considered to be in the state's best interest or if funding is terminated.

**Additional information related to this grant program may be found at:**

**United States Department of Education Website**

<http://www2.ed.gov/programs/sif/index.html>

**Other resources related to this grant program may be found at:**

**Center for Comprehensive School Reform and Improvement**

In addition to providing an extensive database of reports related to school reform and restructuring, this Website features resources that assist schools in planning and implementing sustained school improvement efforts.

[http://www.centerforcsri.org/index.php?option=com\\_frontpage&Itemid=1](http://www.centerforcsri.org/index.php?option=com_frontpage&Itemid=1)

**Center on Innovation and Improvement**

School and district improvement research, reports and tools can be found at this site as well as the Handbook of Successful Implementation of the School Improvement Grant: <http://www.centerii.org/handbook/>

<http://www.centerii.org/>

**Doing What Works – School Improvement**

Maintained by the U.S. Department of Education, the site includes a wealth of resources pertaining to school improvement. Information is included on essential concepts, current research, recommended practices and planning tools.

[http://dww.ed.gov/priority\\_area/priority\\_landing.cfm?PA\\_ID=11](http://dww.ed.gov/priority_area/priority_landing.cfm?PA_ID=11)

**National High School Center**

Sharing information and resources on improving high schools is the focus of the site. An “Ask the Expert” section also allows for visitors to submit questions.

<http://betterhighschools.org/>

**Regional Educational Laboratories Program**

This Website is a repository for educational research on a wide variety of topics. Visitors to the site can browse or search a large database of peer-reviewed research publications.

<http://ies.ed.gov/ncee/edlabs/>

## **What Works Clearinghouse**

Organized by topic area, the Website surveys the research on various programs and interventions. Topics include:

- English language learners
- Early childhood education
- Elementary and middle school math

<http://ies.ed.gov/ncee/wwc/>

**If you are interested in applying for this grant:**

**HERE ARE THE INSTRUCTIONS FOR DOWNLOADING AND SAVING THE GRANT OPPORTUNITY MATERIALS:**

- You must **download** and save all materials related to the grant opportunity to your personal computer.
- **Do not** copy and paste the grant opportunity application into a new Word document, as the system will not allow you to upload it in this format. The document that you upload *must be the same document* that you download.
- Please label your documents clearly, including the name of the grant opportunity and your district/agency/organization's name. (Example: **Competitive** Application - Applewood School District - XX school)

**Note** - *Your grant application must be completed using Microsoft® Office Word 2003 or 2007. If you are using a more recent version of Word you must save as Word 2003 or 2007.*

If you need additional assistance in applying for the grant opportunity in our system, please contact Program Accountability and Improvement at: [mde.pai@state.mn.us](mailto:mde.pai@state.mn.us).

**GENERAL INFORMATION**  
**School Improvement Grants (SIG) Regular and American Recovery and Reinvestment Act (ARRA)**  
**Grant Opportunity**

**Eligible applicants**

This competitive grant opportunity is open to Local Education Agencies (LEAs) receiving Title I, Part A funds and serving one or more of the identified Tier I and Tier II (Tier III, if funding available) persistently lowest-achieving schools in the State (Appendix A). Priority will be given to LEAs that commit to serving all of their school(s) in Tier I and/or Tier II (Tier III, if funding available) of the identified persistently lowest-achieving schools in the State, that have the greatest overall need for SIG ARRA and regular funds and that demonstrate on their applications the strongest commitment and capacity for ensuring that such funds are used to substantially raise student achievement.

**Funds Available and Award Amounts**

A total of \$12,923,400.50 in grant funds will be available through ARRA funds, CFDA #84.388A, and from regular school improvement funds, CFDA #84.377A, for Title I, Part A Section 1003 (g) of the Elementary and Secondary Education Act (ESEA) for this competition. It is the intention of the Minnesota Department of Education (MDE), Office of Turnaround Schools, to award project(s) **for at least \$50,000 (School Closure model), but no more than \$2,000,000 per year**, and commensurate with the demonstrated needs of each eligible identified Tier I and Tier II (Tier III, if funding available) school, renewable upon making progress toward meeting grant goals (non-renewable for School Closure model).

**Funding Period**

The proposed award period is anticipated to be July 1, 2011, through September 30, 2014.

**Expectations**

The purpose of the grant is to turn around the identified persistently lowest achieving schools in Tier I and Tier II (Tier III, if funding available) in the State by substantially raising the achievement of students attending those schools. Grantees will be expected to fully and effectively implement one of the following interventions in each of the grantee LEA's Tier I and/or Tier II (Tier III, if funding available) school(s) (Appendix A) identified on the LEA grant application: (A) Turnaround Model; (B) Restart Model; (C) School Closure; (D) Transformation Model. The requirements for fully and effectively implementing each intervention are described below.

- I. A Turnaround Model is one in which an LEA must do the following:
  - A. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
  - B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
    - (a) Screen all existing staff and rehire no more than 50 percent; and
    - (b) Select new staff;
  - C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
  - D. Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

- E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- H. Establish schedules and implement strategies that provide increased learning time; and
- I. Provide appropriate social-emotional and community-oriented services and supports for students.

See Section B of the federal guidance for more information about the Turnaround Model.

II. A Restart Model is one in which an LEA must do the following:

- A. Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.
- B. Enroll, within the grades it serves, any former student who wishes to attend the school.
- C. Include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final grant requirements.

See Section C of the federal guidance for more information about the Restart Model.

III. A School Closure Model is one in which an LEA must do the following:

- A. Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.
- B. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

See Section D of the federal guidance for more information about the School Closure Model.

IV. A Transformation Model is one in which an LEA must do the following:

- A. Replace the principal who led the school prior to commencement of the transformation model;
- B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
  - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (b) Are designed and developed with teacher and principal involvement;
- C. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- E. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model;

- F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- G. Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- H. Establish schedules and strategies that provide increased learning time (as defined in this notice);
- I. Provide ongoing mechanisms for family and community engagement;
- J. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduations rates; and
- K. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

See Section E of the federal guidance for more information about the Transformation Model.

Grantees, with the exception of activities in identified schools in Tier I and Tier II (Tier III, if funding available) implementing the School Closure model, will also be expected to:

- I. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and/or graduation rate, and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive schools improvement funds.
- II. If it implements a restart model in a Tier I or Tier II (Tier III, if funding available) school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
- III. Report to the SEA the school-level data required under section III of the final requirements, including from the three previous school years to allow for the analysis of trends in the data:
  - (1) Number of minutes within the school year;
  - (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
  - (3) Dropout rate/graduation rate;
  - (4) Student attendance rate;
  - (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
  - (6) Discipline incidents;
  - (7) Truants;
  - (8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
  - (9) Teacher attendance rate.

- IV. For each Tier I and/or Tier II (Tier III, if funding available) school identified in the LEA's application the LEA must hire at least a .5 FTE Site Administrative Manager (SAM) with a school population of 250 students or less or hire a 1.0 FTE Site Administrative Manager (SAM) with a school population over 250 students with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be responsible for administrative duties at the school not directly related to instruction
- V. Each principal of each Tier I and/or Tier II (Tier III, if funding available) school identified in the LEA's application must successfully complete the Minnesota Principals' Academy led by the University of Minnesota.
- VI. Establish an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application and for coordinating with the SEA.
- VII. Add at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application.
- VIII. Provide at least 90 minutes each week for each teacher dedicated to professional learning communities in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application.
- IX. Providing travel expenses, including mileage, lodging and meals for the principals in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application to attend the Minnesota Principals' Academy for approximately 20 days (registration fee, course materials and other expenses will be provided by the SEA).
- X. Provide training for new teachers that join turnaround schools after the process is underway in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application.

Once awarded, grantees will be required to submit a final program report to MDE. Grantees will be expected to share strategies, activities and outcomes with MDE and other educational entities, including professional organizations.

## Definitions

**Continuous improvement:** Successful schools are dynamic places with high expectations for everyone. Effective improvements happen planfully and are built around goals that educators, parents and other community members know and support. It is a simple process with four stages of action: (1) Plan – developing an action plan, (2) Implement - carrying out the plan, (3) Evaluate - seeing how successful the plan is, and (4) Refine - finding ways to make it better.

**Increased Learning Time:** (A-18 & 19, Guidance on School Improvement Grants): “Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are

provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. “The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School.” *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition, although the Department encourages LEAs to closely integrate and coordinate academic work between in school and out of school. To satisfy the requirements in Section I.A.2(a)(1)(viii) of the turnaround model and Section I.A.2(d)(3)(i)(A) of the transformation model for providing increased learning time, a before- or after-school instructional program must be available to all students in the school.

**Instructional strategies:** Teaching practices and methods used to engage students in acquiring or extending knowledge or understanding. They are designed to intentionally move all students toward clearly defined learning goals and standards and may involve any or all learning experiences provided in an educational setting. The specific instructional strategies should be scientifically research-based with proven results in improving student academic achievement, translatable to a wide variety of content areas, and selected based on student achievement trend data and needs. They must be rooted in current research and knowledge of learning processes, learners and content.

**Job-embedded professional development:** Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (*e.g.*, daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals;
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students’ learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

**LEA:** Local education agency, typically a public school district or a charter school.

**Leading Indicators:** Detailed in section III of the final requirements, these are school-level data that must be reported to the SEA.

- (1) Number of minutes within the school year;

- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;
- (4) Student attendance rate;
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- (6) Discipline incidents;
- (7) Truants;
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- (9) Teacher attendance rate.

**Pre-Implementation Period:** Carrying out SIG-related activities during the “pre-implementation” period enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools for activities during the pre-implementation period.

LEAs using SIG funds prior to full implementation must demonstrate they have sufficient funds for, and a need to engage in, preparatory activities for a successful implementation of the selected intervention model. An LEA may only engage in activities that are both reasonable and necessary to advance the overall goal of the SIG program of improving student academic achievement. Although the following list is not exhaustive, these possible activities will serve as a guideline for OTAS to evaluate the LEA's proposed pre-implementation plan:

- Holding community meetings to gain support and discuss school improvement plans that parallel the requirements of the selected intervention model.
- Communicating with parents and the community about the turnaround efforts of the school and improvement plans through press releases, newsletters, newspaper announcements and direct mailings.
- Holding meetings regarding school choices and providing counseling to assist families with transitioning to a new school if the school is implementing the closure model.
- Conducting a rigorous review process to select and develop contracts with a charter school operator, a CMO, or an EMO.
- Recruiting, screening and selecting external providers to assist in planning for and carrying out activities necessary for implementation of the school intervention model.
- Engaging in activities to recruit and hire the new principal, leadership team, instructional staff and administrative support so that they may begin planning for full and effective implementation of the selected intervention model.
- Providing supplemental remediation or enrichment programs prior to the start of school for all students to get a jump start on the 2011-2012 school year.
- Selecting and purchasing instructional materials that are aligned with State academic standards and have research-based evidence of raising student academic achievement.
- Compensating staff for instructional planning, such as analyzing student data, developing curriculum aligned to State standards and vertically aligned across grade levels, and collaborating to develop interim assessments.
- Training staff members on new or revised instructional programs and evaluation systems that are aligned with the school's instructional plan and intervention model.

- Providing instructional support such as curriculum coaching, consulting with outside experts and observing classroom practice.
- Piloting a data system and analyzing data on the leading baseline indicators or student achievement.

Since SIG funds awarded for the first year have to be used for both the pre-implementation period as well as the duration of the school year, the LEA must be deliberate when creating its year one budget. OTAS will evaluate whether the LEA's proposed budget with respect to activities carried out during the pre-implementation period will prepare the LEA for full and effective implementation in the following school year. The evaluation criteria may include, but are not limited to, the extent to which:

- The LEA demonstrates that sufficient funds have been budgeted for the pre-implementation period to cover the full and effective implementation of the selected intervention model for the duration of year one.
- The expenses related to activities carried out during pre-implementation are reasonable and necessary to prepare the LEA for full implementation of the intervention model.
- The LEA identifies how funding activities during pre-implementation will address the needs of the school and advance the overall goal of the SIG program.

**Office of Turnaround Schools (OTAS):** Minnesota will primarily use the State-level funds it receives to fund an Office of Turnaround Schools (OTAS) to provide administration, evaluation and technical assistance for grantees. OTAS will be charged with overseeing the successful implementation of the four intervention models and other grant activities, and it will be accountable to the Commissioner and the SEA for progress made against performance targets and other leading indicators.

OTAS will foster collaboration and enhance relationships with LEAs because the details of its operation and leadership will be informed by an advisory board. Membership in the OTAS advisory board will include: LEAs, representatives from local and/or state teacher unions, higher education, education organizations, leaders that reflect the diversity of the student populations and have expertise in accelerating achievement for traditionally underserved minority students, foundations and the Minnesota business community.

**Professional Learning Communities:** (1) a professional development structure to assist schools in meeting the school's reading and/or mathematics student achievement goal, (2) critical elements (focus on student learning, data-driven, collaboration, shared norms and values, de-privatization of practice, reflective dialogue), (3) structural conditions (communication structures, teacher empowerment, time to meet and talk, team membership), (4) human and social factors (supportive leadership, socialization, openness to improvement, trust and respect, teacher effectiveness) and (5) additional components as desired.

**SEA:** The state education agency, Minnesota Department of Education.

**SMART goals:** Goals are a part of every action plan and are statements with thoughtfully established, desired end-products (action, behavior or student achievement) used as evidence that something worked or did not work.

SMART is a mnemonic used to identify the characteristics of quality goal statements. A goal statement should have five characteristics: (1) S = Specific and Strategic (identifies who will be measured including school and grade with a named measurement tool at a specific point in time to determine if an identified rate or frequency is achieved by the measured group to show something worked; the short-term goal should be directed toward reaching long-term goals of the organization), (2) M = Measurable (identifies an action which is both observable and appropriately measured over time using the identified measurement tool), (3) A = Attainable (the goals have a high probability of being reached within the time identified if improvement/change is implemented), (4) R = Results-based (an appropriate baseline measure is established and increased regularly; the measurement tool provides an appropriate

indicator of progress for what is being measured) and (5) T = Time-bound (a time frame to both reach identified rate/frequency and evaluate the implementation).

**Teacher Evaluation System:** Effective teacher evaluation systems include the following features:

- The teacher evaluation system is documented as an integral part of the site professional development plan and reflects the site professional development activities.
- All teachers will be observed multiple times during the year by multiple observers.
  - All teachers are observed or evaluated at least three times *and* by at least two or more trained observers.
  - Teachers participate in additional forms of observations during the school year, such as having peers observe and score a lesson and reflect on scoring, completing a lesson video for inter-rater reliability practice, modeling a lesson for peers or sharing reflections from observations with PLC members.
- The integrity of the evaluation process is ensured through the use of the same evaluation tool (rubric) by all observers for the observation of all teachers.
  - The evaluation rubric is clear, transparent, research-based and has specific categories with defined, observable performance indicators. The rubric sets “Proficient” as the standard for a successful evaluation and is used by all observers for all teachers.
  - The high-quality instructional rubric is also utilized schoolwide or districtwide as a guide to professional practice focused on student achievement.
- All licensed staff members participate in the evaluation program.
- All evaluators receive initial training in teacher observation methods and the use of an evaluation tool to ensure inter-rater reliability in the scoring process.
  - Initial training for observers is extensive (3-4 days) and includes high-quality inter-rater reliability practice.
- All observers receive ongoing training opportunities beyond the initial training to ensure inter-rater reliability of the scoring process.
  - Observers engage in three or more high-quality, inter-rater reliability activities that ensure consistency in the scoring process during the school year.
- All teachers receive training regarding the teacher evaluation system and the scoring tool used.
  - As a result of the formal training on the teacher evaluation process and rubric, teachers can communicate the process to others or can participate as a peer observer.
- The reflection and feedback from teacher observations results in improved classroom instruction.
  - Teachers can clearly describe *and* demonstrate how the post-observation reflection and feedback can translate into improved instruction in their classrooms.
  - Teachers can produce evidence of increased student achievement (formative assessments) as a result of the teacher observations and subsequent reflection on instructional practices.

**Tier I and Tier II Schools:** The Minnesota Department of Education (“Department”) is required to identify persistently low achieving schools across the state of Minnesota. The U.S. Department of Education (USDE) set forth criteria for identifying persistently low achieving schools under the School Improvement Grant (1003(g)), Race to the Top (RTTT), and State Fiscal Stabilization (SFSF) program. Minnesota’s criterion for the persistently low achieving schools is further defined as follows:

**Tier I:** All schools receiving Title I and in needs improvement, corrective action, or restructuring; and the achievement level of the school is among the lowest 5% within this group of schools based on proficiency and student growth in math and reading on the MCA-II assessments; within this group, the bottom 10 percent was identified based on the average math and reading proficiency rates for all students over the past three years; MDE defined the bottom 5 percent of Title I elementary and high schools by selecting those that have also shown the least growth in student achievement, as defined by the Minnesota Growth Model. Specifically, these were the schools with the lowest proportion of students progressing as needed to be “on

track”, defined as “non-proficient students making high growth, proficient students making high growth, and proficient students making medium growth.”

Also, all Title I funded high schools in needs improvement, corrective action, or restructuring having less than a 60 percent graduation rate (based on 4 year graduation rates as required) for the past three years.

**Tier II:** All secondary schools eligible for Title I but not served (funded), and the achievement level of the school is among the lowest 5% within this group of schools based on proficiency and student growth in math and reading on the MCA-II assessments; within this group, the bottom 10 percent was identified based on the average math and reading proficiency rates for all students over the past three years; MDE defined the bottom 5 percent of Title I eligible secondary schools by selecting those that have also shown the least growth in student achievement, as defined by the Minnesota Growth Model. Specifically, these were the schools with the lowest proportion of students progressing as needed to be “on track”, defined as “non-proficient students making high growth, proficient students making high growth, and proficient students making medium growth.”

Also, all Title I eligible but not funded high schools having less than a 60 percent graduation rate (based on 4 year graduation rates as required) for the past three years.

**Turnaround Officer(s) or Turnaround Office:** A new position or office to be established at the LEA, representing a shift in the governance model that expands state oversight and accountability of turnaround schools while ensuring that LEAs increase focus on these lowest-performing schools and have an “ownership” mindset over the turnarounds. The turnaround officer(s) or turnaround office provides the following services:

- Coordinate with the OTAS and take an active role in the day-to-day management of turnaround efforts at the school level. The officers and offices report directly to their LEAs and indirectly to the OTAS. In the case of charter schools, the LEA turnaround officer(s) is a part of the charter school’s authorizer management team (the individual selected for this role must be qualified to serve as the turnaround liaison, which may require hiring of new staff in some cases).
- Act as liaison(s) to designated program officers in the OTAS and work with OTAS to develop an appropriate intervention model for each identified persistently lowest-achieving school and successfully implement the intervention strategy.
- Have school leadership, including principals and charter school directors, EMO or CMO managers, or other appropriate school leadership serving turnaround schools report directly to their designated LEA turnaround officer(s). The OTAS turnaround officer(s) is responsible for developing the recommended intervention plan and providing implementation support and additional oversight for a site’s turnaround implementation. Although the school does not report directly to the OTAS, the turnaround officer(s) is responsible for providing reports to MDE and can make recommendations to the SEA to continue funding for a given turnaround, based on adherence to academic progress and other turnaround requirements.

## **Expenditures**

Expenditures must be reported by using UFARS budget object codes set up in a restricted grid using a FIN code specific to this grant opportunity. A Budget Narrative Justification Worksheet is included in the application section and must be completed and submitted based on this restricted grid that includes budget object codes. If selected for funding, expenditures reported must be based on actual costs incurred and documentation to support those expenditures must be maintained and available upon request from MDE.

## **UFARS Reporting**

Uniform Financial Accounting and Reporting Standards (UFARS) is Minnesota’s legally prescribed set of accounting standards for all school districts and is an integral part of the accounting and reporting process. Minnesota school districts, charter schools, cooperative districts, area learning centers, private alternative schools and non-public schools are required by law to prepare financial reports and annual budgets. For all public entities, these financial reports include the detailed tracking of revenues and expenditures within UFARS fund classifications in order to meet legislative requirements for school districts and provide financial accountability for public fund allocations.

### Additional Information or Assistance

The following Program Contact Representative is available to provide additional information or answer questions.

Contact:
Patricia K. King, Director Office of Turnaround Schools <a href="mailto:Patricia.K.King@state.mn.us">Patricia.K.King@state.mn.us</a>

Questions related to the grant opportunity may **only** be answered by MDE’s Program Contact Representative identified above or his/her successor. Information received from an unauthorized source is not binding and could result in disqualification of your application due to misinformation. Other MDE personnel are **NOT** authorized to discuss this grant opportunity with responders, before the application submission deadline. Contact regarding this grant opportunity with any personnel not listed above could result in disqualification.

### Application Format

Directions for completion of the application materials should be carefully read and followed. Incomplete applications may not be forwarded to the review team.

The application is divided into LEA and school sections. Each LEA is to complete the LEA section and one application per eligible school within the LEA. The total length of the school section of the application must not exceed **21** pages for **each** school to be served by the application.

Please refer to the ***Application Components*** section for details on the specific requirements in completing all forms.

REQUIRED APPLICATION FORMS	
FORM	# OF PAGES COUNTED AS:
<b>LEA Section (to be completed only once per application)</b>	
Application Cover Sheet	Does not apply to total page count
Assurances and Agreement to Comply Form	Does not apply to total page count
Schools to be Served	Does not apply to total page count
Selection of Waivers	Does not apply to total page count
Consultation with Stakeholders	Does not apply to total page count
LEA Budget	Does not apply to total page count
<b>School Section (to be duplicated for each school to be served)</b>	
School Selection of Intervention Model	Does not apply to total page count
School Needs Assessment	Up to 3 pages total
School Capacity	Up to 4 pages total
School Executive Summary	Up to 5 pages total

School Goals	Up to 3 pages total
School Workplan	Up to 6 pages total
School Budget Narrative Justification Worksheet	Does not apply to total page count
<b>Subtotal for each School Section</b>	<b>Up to 21 Pages</b>
<b>SUPPLEMENTARY ATTACHMENTS</b>	
<u>Claim of Lack of Capacity – Must complete and upload if the LEA lacks the capacity to serve <b>all</b> of its identified Tier I schools (see Appendix C).</u>	<b>Must be uploaded as a single document</b> (can be multiple pages and does not count toward page limit)
Charter School Authorizer Statement of Support – <b>All charter schools</b> must complete and upload this form with a statement of support from their authorizer (see Appendix D).	<b>Must be uploaded as a single document</b> (can be multiple pages and does not count toward page limit)

### Required I.D. Numbers

To apply for this grant opportunity your agency head will be expected to provide the following pieces of information:

1. Federal Tax I.D. number
2. State Tax I.D. number
3. CCR registration and DUNS number\*
4. Organization Site number\*\*

### \*WHAT IS A CCR AND DUNS?

All school districts and charters schools are required to create/and or validate existing Central Contractor Registration (CCR) and Data Universal Numbering System (DUNS) registration data. Registering for CCR and DUNS is a federal requirement. **If you do not have this, please register immediately.** A DUNS number is a unique nine-character number that identifies your organization. The DUNS number will be used to track how the federal grant money is allocated. The CCR is a web-enabled government wide application that collects, validates, stores, and disseminates business information about the federal government's trading partners in support of the contract award, grants, and the electronic payment process. For additional information on DUNS and CCR, visit [www.Grants.gov](http://www.Grants.gov).

#### A. Registering for a DUNS number

1. To verify or register for a DUNS number, go to the Dun and Bradstreet website at: <http://fedgov.dnb.com/webform/displayHomePage.do> or [http://www07.grants.gov/applicants/org\\_step1.jsp](http://www07.grants.gov/applicants/org_step1.jsp)
2. The following information will be needed to obtain a DUNS number:
  - a. name of organization
  - b. organization address
  - c. name of CEO/organization owner
  - d. legal structure of organization
  - e. year the organization started
  - f. primary type of business
  - g. total number of employees

#### B. Registering in CCR

1. To register with CCR, you can apply by phone (1-888-227-2423) or register online at <http://www.ccr.gov>.
2. If your organization is already registered, take note of who is listed as your E-Business Point of Contact (E-Biz POC). For applications being submitted through Grants.gov, this person will be responsible for authorizing who within your organization has the responsibility to submit applications.

3. The following information will be needed to register in CCR:
  - a. DUNS number
  - b. Tax identification number (TIN) and name used in federal tax matters
  - c. Electronic Funds Transfer information for payment of invoices
4. **When registering in CCR, please do not opt out of the public search.**

#### **\*\*Obtaining an Organization Site Number with MDE**

If you currently do not have an organization site number with MDE (e.g., new nonprofit organizations), you will need to obtain one before you can complete the application submission steps outlined below. To register and obtain an Organization Number, go to our home page at:

[http://education.state.mn.us/MDE/Data/District\\_School\\_Site\\_Verification/index.html](http://education.state.mn.us/MDE/Data/District_School_Site_Verification/index.html).

Scroll down and select the Site Change Request Form. You can save the form to your computer, complete it and email to: [mde.school-verify@state.mn.us](mailto:mde.school-verify@state.mn.us). If you have any questions, please email the same address or call Mary Pat Olsen at 651-582-8624.

#### **Application Submission Due Date**

Grant applications are due to MDE by May 13, 2011.

Screening includes, but is not limited to, the following:

##### **Absolute Disqualification/Rejection:**

- Submitted (this includes electronic signature application by authorized agent) by MDE after the due date as indicated in grant instructions
- Submitted by email or fax
- Submitted by an ineligible applicant
- Breach of security

##### **Factors that may result in delays during the review process:**

- Incomplete application (i.e., missing required materials/documents)
- Funds requested exceed the maximum amount specified
- Application exceeds the maximum pages allowed
- Includes materials not permitted
- Missing budget and/or workplan
- Invalid federal tax, state tax, or DUNS number(s) or CCR certification

Applications that have met the screening criteria determined by the program area will be forwarded on for further review. During the review process, members and/or MDE may take into consideration additional factors including, but not limited to, past performance in meeting outcomes, past timeliness and quality of reporting, demographics, geographic, program sustainability and/or programmatic diversity when determining final funding decisions.

Recommendations from the review teams are considered. **All decisions made by MDE are final.**

Clarifications may be necessary before final approval is granted. Successful applicants may be partially or fully funded, depending on the availability of funding.

Successful applicants recommended for award should receive notification within 4 to 6 weeks. Selected applicants must wait until they receive the signed Official Grant Award Notification (OGAN) **before** providing any services

and before any expenditure(s) may be incurred. **\*Any expenses incurred prior to the full execution of the OGAN are not reimbursable and are the responsibility of the applicant/grantee.**

### Reporting Requirements

Once awarded, grantees may be required to provide data and program reports and financial documentation. Additional details will be included with the OGAN.

## Preparing your Application

You **must** download the application from the MDE website. Any document(s) that you may have used for earlier grant opportunities will not work. To obtain an original application please go to:

[http://education.state.mn.us/MDE/Accountability\\_Programs/Prog\\_Account\\_Improve/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Prog_Account_Improve/index.html). Choose *Grants Management Directory* and then select *All Open Grant Opportunities*.

- You must **download** and save all materials related to the grant opportunity to your personal computer.
- **Do not** copy and paste the grant opportunity application into a new Word document, as the system will not allow you to upload it in this format. The document that you upload *must be the same document* that you originally download.
- **Do not** use any underlines or hyperlinks in the application.
- **Do not** change the layout structure of the application. Your grant application must be completed using Microsoft® Office Word 2003 or 2007. If you are using a more recent version of Word you must save as Word 2003 or 2007.
- The grant application is to be original work of the applying program. If a source is used, the materials that are paraphrased or copied must be cited appropriately.
- **Note to Districts with Multiple Eligible Schools:** Districts cannot submit more than one application per grant opportunity. *Districts that have multiple schools eligible for a grant opportunity must bundle all schools into one grant application.*
  - Download and save the grant application to your computer.
  - Complete one application per school/site. For example, if you have six schools/sites, you would need to complete one application for each of the six schools/sites.
  - Make sure that each application has all of the required components (e.g., Cover Page; Assurances; Workplan; Budget; etc.).
  - Copy and paste each completed application into the Word document you originally downloaded. For example, if you completed six applications, you would need to merge all six into one Word document.
  - Follow the instructions below for *Uploading your Application*.

- When you have finished preparing your grant application, you should send a copy of the application to the authorized representative/agency head for review *prior to uploading*. **Changes cannot be made to the application after it has been uploaded.**
- You should send a reminder to the agency head (identified official with authority) and inform him/her that he/she will need to electronically sign the application (before the due date and time) in order for it to be completely submitted and considered.
- It is important that you **allow enough time to obtain the agency head's electronic signature** *prior* to the due date and time. MDE only considers applications to be completely submitted *after* electronic signatures have been obtained.

### Uploading your Application (for submission)

**Note that individuals must be pre-registered with MDE before they may submit an application.** See the *SERVS Financial Authorization* and *Registering to SERVS Financial* instructions above.

Please ensure that the agency head (identified official with authority) has had a chance to review the application prior to uploading/submitting for signature. **Changes cannot be made to the application after it has been uploaded**, so you will want to be sure to upload the finalized version of your application. There is a time stamp applied when an application is uploaded.

- To submit a grant application through SERVS Financial, go to <https://education.state.mn.us/EGMS>. Under *Grants Management Link*, select “login to SERVS Financial.” Once there, you will enter your User I.D. and Password, select your agency (if you have more than one) and select *Grants Management* to manage current applications or upload a new application.
- **The application document you upload into the MDE SERVS Financial MUST be the same Word document that you originally downloaded to your computer from the MDE website.** If you copy, cut or paste the downloaded document into another *Word* document, this will cause a major error and/or be considered a corrupt document, when you attempt to upload it. The system will not allow you to upload a new or different *Word* document; it must be the same *Word* document originally downloaded to your computer.
- Districts that have multiple schools eligible for a grant opportunity must **bundle all schools into one grant application (Word document) before uploading into SERVS.** Follow the instructions above for *Preparing your Application – Note to Districts with Multiple Eligible Schools*.
- The system will only allow you to upload one single supplementary attachment (e.g., Word or PDF). If you need to upload multiple documents, you must merge them into one single attachment.
- Once you have successfully uploaded your grant application into the system, the status will say “Signature Pending.”
- You should inform your agency head that an application has been submitted; the agency head needs to electronically sign the application in order for it to be considered and completely submitted. See the instructions below for *Obtaining Electronic Signatures*.

- Any applications submitted after the due date and time will *not* be accepted.
- Any applications submitted by any other means will *not* be accepted and will be automatically disqualified/rejected.
- Any applications submitted without an electronic signature, will *not* be accepted and are automatically disqualified/rejected.

### Obtaining Electronic Signatures

**The agency head is the person with legal authority** to sign legal documents on behalf of the school district, organization or agency (e.g., superintendent, Executive Director, CEO, Board Chair, etc) and must have been given the role of **Approve Application and Budget**. See the *SERVS Financial Authorization* and *Registering to SERVS Financial* instructions above.

- To electronically sign the application, the agency head must go to <https://education.state.mn.us/EGMS>. Under *Grants Management Link*, select “login to SERVS Financial.” Once there, you will enter your User I.D. and Password, select your agency (if you have more than one) and click on “submit.”
- Click on “Current Grant Applications” (on the left side).
- Select the application you want to sign from the list (the status should say *Signature Pending*).
- On the Grant Applications Details page, you will be able to review the grant application submitted. If satisfied, you will click *Sign Grant Application*.
- You *must* agree to the terms in the signature agreement in order to sign the document.
- MDE will consider your application complete **only after** the electronic signature(s) has been obtained.
- The signature process is completely electronic. You will not provide your written signature nor will you provide an image of such. Instead, you will accept the MDE electronic signature agreement as the authorized representative and provide your MDE User I.D. and Password to confirm your identity.
- Your signature event is recorded (time and date) on the Grant Application Details page. The grant application status is now “Under Process” by MDE.
- Failure to comply with the signature requirements is a violation and breach of security and will result in disqualification.

*If you have technical questions related to using SERVS Financial, e-mail Program Accountability and Improvement at [mde.pai@state.mn.us](mailto:mde.pai@state.mn.us).*

APPLICATION INSTRUCTIONS  
**School Improvement Grants (SIG) Regular and American Recovery and Reinvestment Act (ARRA)**  
**Grant Opportunity**

**Each application must contain the following elements.**

**LEA Application Section**

**APPLICATION COVER SHEET**

*Page Count Limit Does Not Apply*

**You MUST provide a submission cover sheet for any application submitted. Please include the following:**

- District/Agency/Organization (legal name)
- School/Site Name (if applicable)
- State Tax ID, Federal Tax ID, DUNS number, CCR registration, Organization site number
- Total amount requested
- Contact information for Identified Official with Authority (see below)
- Contact information for Program Contact Representative
- Contact information for Accounting/Business Manager

***You will be required to insert additional information directly within MDE SERVS Financial.***

**IDENTIFIED OFFICIAL WITH AUTHORITY** - is the person with legal authority to sign legal documents on behalf of the organization. This person **must** also authorize any internal agency staff permission to use the MDE SERVS Financial. Every person using the system must have a level of access granted by the agency head. Only the identified official with authority to sign (i.e., agency head) is authorized to electronically sign the application as part of the application submission process. More than one person can be assigned this authority within a district. However, that additional person may not create budgets and make draw requests. Failure to obtain the required signatures will result in an automatic disqualification.

- For a school district - the superintendent must sign as the Identified Official with Authority
- For an organization/agency - it must be the Executive Director, CEO, Board Chair, etc.
- Program Contact Representative – should be the key person charged with administering the project and will be the main point of contact for the project. (If this person should change, notice to MDE is required).

As the preparer of the application – your agency head (identified official with authority to sign) must be informed that any application submitted using MDE SERVS Finance requires their electronic signature. As part of this process, they will be required to complete a one-time self-registration to obtain a user ID (if they already have a MDE user ID, they will need to use that).

Note: Once your application is uploaded into the MDE SERVS Financial, you must obtain the required electronic signature prior to the due date and time for the application to be considered an accepted submission.

**We highly recommend:** that you email or alert the identified individual who must sign electronically, using text similar to the following:

*“I am in the process of submitting an application in response to a grant opportunity from the Minnesota Department of Education, titled [insert name of grant]. To locate our applications, please go to <http://education.state.mn.us/FinancialSystem/> and select our organization. Your electronic signature is required where there is a status of “Signature Pending”. You must complete this step **before** the application deadline of*

*(insert time and due date) in order for the application to be considered. As a signer you will need to supply the organization's federal tax I.D number, state tax I.D. number, DUNS number and CCR certification."*

## **ASSURANCES AND AGREEMENT TO COMPLY – MUST BE SUBMITTED**

*Page Count Limit Does Not Apply*

The applicant is required to submit the Assurances and the Agreement to Comply with Assurances form as part of the application materials. The electronic signature applied to the application once submitted to MDE certifies that as an applicant/awardee your district/agency shall/will comply with all applicable federal, state and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of the grant opportunity. Assurances specific to this grant opportunity include:

- A. Grantees will be expected to fully and effectively implement one of the following interventions in each of the grantee LEA's Tier I and Tier II (Tier III, if funding available) school(s) (Appendix A) identified on the LEA grant application: (A) Turnaround Model; (B) Restart Model; (C) School Closure; (D) Transformation Model.
- B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and/or graduation rates and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II (Tier III, if funding available) school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive schools improvement funds.
- C. If it implements a restart model in a Tier I or Tier II (Tier III, if funding available) school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
- D. Report to the SEA the school-level data required under section III of the final requirements, including from the three previous school years to allow for the analysis of trends in the data:
  - 1) Number of minutes within the school year;
  - 2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
  - 3) Dropout rate/graduation rate;
  - 4) Student attendance rate;
  - 5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
  - 6) Discipline incidents;
  - 7) Truants;
  - 8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
  - 9) Teacher attendance rate.

- E. For each Tier I and/or Tier II (Tier III, if funding available) school identified in the LEA's application, the LEA must hire a full-time 1.0 FTE Site Administrative Manager (SAM) at each such school. A SAM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.
- F. Each principal of each Tier I and/or Tier II (Tier III, if funding available) school identified in the LEA's application must successfully complete the Minnesota Principals' Academy led by the University of Minnesota.
- G. Establish an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application and for coordinating with the SEA.
- H. Add at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application.
- I. Providing at least 10 days of site-based training as well as a 10-day teacher academy each school year for each teacher in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application.
- J. Providing training for new teachers that join turnaround schools after the process is underway in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application.
- K. Grantees that commit to serve one or more Tier I or Tier II (Tier III, if funding available) schools that do not receive Title I, Part A funds are to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds.
- L. Grantees must submit all final contracts with external providers to the SEA for approval. The outside provider's work duties in the contract must be clearly defined and linked to the LEA's full and effective implementation of the model. Grantees should include in any contracts with outside providers terms or provisions that will enable the LEA to hold the provider accountable to specific, measurable and quantitative outcomes. The inclusion of a cancellation clause in the LEA contract with external providers is mandatory.
- M. Grantees cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.
- N. Grantees with a school implementing a school improvement timeline waiver of section 1116(b)(12) of the ESEA or Minnesota's New School Policy would begin the improvement timeline anew, beginning the first year in which the improvement model is being implemented. For example, with respect to SIG grants made using FY 2010 funds for implementation in the 2011-2012 school year, the school would start the improvement timeline over beginning with the 2011-2012 school year.

Please refer to the section titled *ASSURANCES* for a full list of assurances.

#### **IDENTIFICATION OF SCHOOL(S) TO BE SERVED UNDER THIS APPLICATION**

*Page Count Limit Does Not Apply*

Identify the Tier I and/or Tier II (Tier III, if funding available) school(s) the LEA commits to serve. Identify the intervention model the LEA will implement in each Tier I and Tier II (Tier III, if funding available) school it commits to serve in the table provided. Expand the table as needed.

### **SELECTION OF WAIVERS TO BE IMPLEMENTED**

Using the table provided, indicate which of the following waiver(s) the LEA plans to implement:

- A. “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- B. Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

If the LEA does not plan to implement the selected waiver(s) in all of the identified schools to be served by the application, list which schools will implement each waiver.

\* Schools implementing the Transformation Model may pursue a new AYP improvement timeline through Minnesota’s New School Policy.

### **CONSULTATION WITH STAKEHOLDERS**

Please describe consultation, as appropriate, with relevant stakeholders regarding the LEA’s application and implementation of intervention models in its Tier I and Tier II (Tier III, if funding available) schools.

### **LEA BUDGET**

LEAs must submit a budget that covers the three years of full implementation. An LEA’s budget for each year may not exceed the number of Tier I and Tier II (Tier III, if funding available) it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Using the table below, provide the LEA budget indicating the amount of school improvement funds the LEA will use each year to implement the selected intervention model at Tier I, Tier II (Tier III, if funding available) schools, including LEA-level activities to support school improvement activities.

<b>EXAMPLE LEA BUDGET</b>					
<b>School Name</b>	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 –Full Implementation</b>			
<b><i>TIER I SCHOOL ABC</i></b>	<i>\$200,000</i>	<i>\$900,000</i>	<i>\$500,000</i>	<i>\$700,000</i>	<i>\$2,300,000</i>
<b><i>TIER II SCHOOL XYZ</i></b>	<i>\$300,000</i>	<i>\$1,000,000</i>	<i>\$800,000</i>	<i>\$900,000</i>	<i>\$3,000,000</i>
<b>LEA-level Activities</b>	<i>\$150,000</i>		<i>\$150,000</i>	<i>\$150,000</i>	<i>\$450,000</i>
<b>Total Budget</b>	<i>\$2550,000</i>		<i>\$1,450,000</i>	<i>\$1,750,000</i>	<i>\$5,750,000</i>

## **CLAIM OF LACK OF CAPACITY – SUPPLEMENTARY DOCUMENT**

*Page Count Limit Does Not Apply*

The SEA is required to ensure that each identified Tier I school in the State is funded by the SIG unless the LEA demonstrates a lack of capacity to serve all such schools (I.A4b). The LEA must complete this section **if** the LEA lacks the capacity to fully and effectively implement one of the intervention models and other grant requirements in **each** of its identified Tier I schools. Please see Appendix C for the Claim of Lack of Capacity form, complete it if applicable, and upload it as a separate supplementary document.

Please address **all** of the following Capacity Factors when making a claim of lack of capacity. Using the Capacity Factors as a guide, give a specific and detailed explanation as to why the identified Tier I school(s) cannot be served due to lack of LEA capacity. The SEA reserves the right to evaluate all claims of lack of capacity and to request additional clarifications from LEAs related to the Capacity Factors.

Capacity Factors	Model(s)
Staff has been identified with the credentials and capability to implement the selected intervention model successfully.	All
The ability of the LEA to serve the overall number of Tier I and/or Tier II (Tier III, if funding available) schools identified on the application has been addressed.	All
A commitment to support the selected intervention model has been indicated by: <ul style="list-style-type: none"> <li>• The teachers' union</li> <li>• The school board</li> <li>• Staff</li> <li>• Parents</li> <li>• The charter school authorizer, if applicable</li> </ul>	All
A detailed and realistic timeline for getting the basic elements of the selected intervention model in place by the beginning of the 2011-2012 school year has been provided.	All
A strategic planning process has already taken place that successfully supported the selection and implementation of the intervention model.	All
The history of ability to recruit new principals with the credentials and capability to implement the model has been described.	Turnaround, Transformation
The ability of the LEA to successfully align federal, state and local funding sources with grant activities and to ensure sustainability of the reform measures.	Turnaround, Restart, Transformation
Plans to and barriers from adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified	Turnaround, Restart, Transformation

Tier I and Tier II (Tier III, if funding available) school to be served by the application have been outlined.	
A governance structure is described that includes an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and for coordinating with the OTAS.	Turnaround, Restart, Transformation
The LEA is prepared to hire at least a .5 FTE Site Administrative Manager (SAM) with a school population of 250 students or less or hire a 1.0 FTE Site Administrative Manager (SAM) with a school population over 250 students with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be responsible for administrative duties at the school not directly related to instruction.	Turnaround, Restart, Transformation
The LEA intends to take advantage of the provisions of Minnesota's "District-created Site-governed Schools" state statute (§123B.045) to provide additional operational flexibility to implement the selected intervention model.	Turnaround, Restart, Transformation
The LEA has detailed plans in place to implement a teacher evaluation system for all licensed staff that includes at least three observations per year by at least two different reviewers and that has robust measures to ensure inter-rater reliability.	Transformation
The availability of CMOs and EMOs appropriate to the needs of the school to be served that could be enlisted has been described.	Restart
Access to and geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement data are not yet available.	School Closure

### **CHARTER SCHOOL AUTHORIZER STATEMENT OF SUPPORT – SUPPLEMENTAL DOCUMENT**

*Page Count Limit Does Not Apply*

**All charter school authorizers** must provide a statement of support for the charter school LEA's application for funds under this grant opportunity. The statement of support must: 1) discuss support for the specific intervention model proposed; 2) describe how the authorizer will partner in the charter school's turnaround efforts; and 3) describe how the authorizer will monitor the charter school LEA's performance under this project.

Please see Appendix D for the Charter School Authorizer Statement of Support form, complete it if applicable, and upload it as a separate supplemental document.

## **APPLICATION INSTRUCTIONS**

### **School Application Section**

### **SCHOOL SELECTION OF INTERVENTION MODEL**

*Page Count Limit Does Not Apply*

**One** intervention model must be chosen for the identified Tier I or Tier II (Tier III, if funding available) school. Indicate in the provided table which **one** intervention model the school chooses to implement.

## **SCHOOL NEEDS ASSESSMENT**

*Please limit the length of your response to approximately 3 pages.*

Selecting the appropriate intervention model for each Tier I and Tier II (Tier III, if funding available) school identified on the application will be critical to the success of improvement efforts.

LEAs must address the following criteria with respect to analyzing the needs of the identified Tier I or Tier II (Tier III, if funding available) school as well as selecting an intervention model for the school:

- I. Incorporate multiple sources of data into the analysis of the needs of each Tier I and Tier II (Tier III, if funding available) school identified in the LEA's application. This data must include, but is not limited to:
  - Student demographics
  - Student achievement results (Based on State and local accountability results)
  - Graduation rates, if applicable
  - Truancy/attendance
  - Instruction time
  - Survey results
  - Staffing needs
- II. Establish a clear relationship between the specific needs of each Tier I and Tier II (Tier III, if funding available) school identified in the LEA's application and the respective intervention chosen. Address the needs of the LEA and the school in relation to the applicable intervention model by considering factors that may include, but are not limited to, the following:
  - The leadership skills, training and experiences needed to drive school improvement efforts.
  - The optimal assignment of staff to meet student needs.
  - The required operational flexibility to recruit and retain qualified staff.
  - The adequacy of current LEA strategic planning processes to support implementation of the selected intervention model.
  - The other funding resources that must be brought into alignment with the selected intervention model.

The following framework will be used by the SEA to evaluate the LEA application with respect to the needs assessment and analysis as well as the selection of an intervention model:		
<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• <b>Little to no</b> relevant data has been provided and/or the analysis of needs is lacking or minimal.</li> <li>• The fit between the needs of the school and the model chosen is <b>lacking or minimal</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A few</b> relevant data sources have been used to provide some analysis of needs.</li> <li>• A <b>general</b> fit between the needs of the school and the model chosen has been demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Multiple</b> relevant data sources have been combined into a thoughtful analysis.</li> <li>• The fit between the needs of the school and the model chosen is <b>specifically and conclusively</b> demonstrated.</li> </ul>
* Note that a Proficient rating is needed for approval.		

## **SCHOOL CAPACITY**

*Please limit the length of your response to approximately 4 pages.*

The comprehensive nature of the four intervention models requires the LEA to work in concert with the school to build capacity for their successful implementation. In addition to the technical assistance to be provided by the SEA, the school will need to rely on a combination of supports and operational flexibility from the LEA in order to implement the selected intervention model.

The LEA must address the following criteria, as applicable, with respect to demonstrating capacity to fully and effectively implement the selected intervention model in the identified Tier I or Tier II (Tier III, if funding available) school:

Capacity Factors	Model(s)
Staff has been identified with the credentials and capability to implement the selected intervention model successfully.	All
The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed.	All
A commitment to support the selected intervention model has been indicated by: The teachers' union The school board Staff Parents The charter school authorizer, if applicable	All
A detailed and realistic timeline for getting the basic elements of the selected intervention model in place by the beginning of the 2011-2012 school year has been provided.	All
A strategic planning process has already taken place that successfully supported the selection and implementation of the intervention model.	All
The history of ability to recruit new principals with the credentials and capability to implement the model has been described.	Turnaround, Transformation
The ability of the LEA to successfully align federal, state and local funding sources with grant activities and to ensure sustainability of the reform measures.	Turnaround, Restart, Transformation
Plans to and barriers from adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application have been outlined.	Turnaround, Restart, Transformation
A governance structure is described that includes an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and for coordinating with the OTAS.	Turnaround, Restart, Transformation
For each Tier I and/or Tier II (Tier III, if funding available) school identified in the LEA's application the LEA must hire at least a .5 FTE	Turnaround, Restart, Transformation

Site Administrative Manager (SAM) with a school population of 250 students or less or hire a 1.0 FTE Site Administrative Manager (SAM) with a school population over 250 students with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be responsible for administrative duties at the school not directly related to instruction..	
The LEA intends to take advantage of the provisions of Minnesota's "District-created Site-governed Schools" state statute (§123B.045) to provide additional operational flexibility to implement the selected intervention model.	Turnaround, Restart, Transformation
The LEA has detailed plans in place to implement a teacher evaluation system for all licensed staff that includes at least three observations per year by at least two different reviewers and that has robust measures to ensure inter-rater reliability.	Transformation
The availability of CMOs and EMOs appropriate to the needs of the school to be served that could be enlisted has been described.	Restart
Access to and geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement data are not yet available.	School Closure

Provide basic information about the proposed governance structure at the LEA in relation to this school, including:

- A brief list of duties for the SAM position to be created by the LEA that demonstrates how this individual will assume administrative duties not directly related to instruction.
- An organizational chart showing to whom the LEA Turnaround Office/Officer, the SAM, the principal and other school administrators will report.

The following guideline will be used by the SEA to evaluate the LEA application with respect to demonstrating the capacity to fully and effectively implement the selected intervention model:		
Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> <li>• <b>A few or none</b> of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed, and/or information provided about the LEA's proposed governance structure <b>does not address</b> how duties and decision making will be distributed among administrative staff.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed, and/or information provided about the LEA's proposed governance structure <b>generally addresses</b> how duties and decision making will be distributed among administrative staff.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed, and information provided about the LEA's proposed governance structure <b>specifically addresses</b> how duties and decision making will be distributed among administrative staff.</li> </ul>
* Note that a Proficient rating is needed for approval.		

## **SCHOOL EXECUTIVE SUMMARY**

*Please limit the length of your response to approximately 5 pages.*

Describe actions the LEA has taken, or will take, to implement the selected intervention model for the identified Tier I or Tier II (Tier III, if funding available) school:

I. Design and implement interventions consistent with the final requirements.

The LEA must have detailed plans in place to demonstrate how the interventions will be designed well in advance of the expected implementation period. The LEA must demonstrate its commitment to design and implement interventions consistent with the final requirements by providing information about a comprehensive and timely process to design and implement the basic elements of such interventions by the beginning of the 2011-2012 school year.

Factors the LEA must use to establish a commitment to design and implement interventions consistent with the final requirements must include, but are not limited to:

- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them an opportunity to provide input.
- The LEA has staff in place with the expertise and experience to research and design the selected intervention as intended while still meeting local needs.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA has successfully completed a strategic planning process that will guide the design of interventions.
- The LEA has undergone a comprehensive diagnostic process that will inform the design and implementation of intervention strategies.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.
- The LEA, if a charter school, has demonstrated support from its authorizer to design and implement the selected intervention model.

The following guideline will be used by the SEA to evaluate the LEA applications with respect to commitment to design and implement interventions consistent with the final requirements:		
<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• <b>Few or none</b> of the factors have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> of the factors have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> of the factors have been <b>adequately</b> addressed.</li> </ul>
* Note that a Proficient rating is needed for approval.		

II. Recruit, screen, and select external providers, if applicable, to ensure their quality.

An external provider will only be effective insofar as it is closely matched with the needs and local conditions of the school(s) it serves. The SEA will compile a list of Preferred Providers to be included in the LEA application to better assist LEAs in selecting quality external providers with the capacity to effectively meet their needs. LEAs that seek to engage external providers must demonstrate in their applications that they have either:

- A. Selected an external provider from the state's Preferred Provider list; or
- B. Conducted a rigorous and inclusive process to select an external provider not on the state's Preferred Provider list (as outlined in the paragraphs below).

The Minnesota Department of Education (MDE) will release a Request for Proposal (RFP) on the agency website to recruit external providers to work in some of the state's lowest achieving schools and be placed on the Preferred Provider list. The RFPs will be reviewed quarterly to ensure MDE is evaluating potential providers on an ongoing basis and to give any denied providers ample opportunity to demonstrate proficiency. Providers who wish to apply will be required to demonstrate their experience and qualifications to work in a turnaround school environment.

Both new and long-standing external providers will be encouraged to submit an RFP, as turning around these schools will require skilled professionals with bold and innovative plans to take immediate action and should not exclude ambitious entrepreneurs who may lack a long track record as a provider. LEAs that seek to engage with a new external provider that is not on the Preferred Provider list must demonstrate that the provider has proficiency in areas other than a proven track record as indicated in the rubrics below.

LEAs that propose to engage a provider through their own rigorous recruitment and screening process will be subject to a higher level of scrutiny by OTAS to ensure the selection of high-quality providers; however, all LEAs will need to demonstrate their commitment to selecting quality providers that will meet the specific needs of the school.

**Note that this section only needs to be completed by schools proposing to engage with external provider(s) to implement part of the intervention model. All final contracts with external providers must be submitted to the SEA and will be subject to SEA approval.**

LEAs that plan to work with outside providers, either **on or off** the state Preferred Provider list, must demonstrate its commitment to recruit, screen, and select external providers, if applicable, to ensure their quality by providing information about:

- Reasonable and timely steps it will take to recruit and screen providers to be in place by the beginning of the 2011-2012 school year that must include, but are not limited to:
  - Analyzing the LEA's operational needs.
  - Analyzing how the LEA's needs could be met by internal staff or other existing partnerships and resources.
  - Researching and prioritizing the external providers available to serve the school.
    - Consider and analyze the external provider market and the state list of Preferred Providers.
    - Contact other LEAs currently or formerly engaged with the external provider regarding their experience.
  - Engaging parents and community members to assist in the selection process.
  - Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the LEA.
- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II (Tier III, if funding available) schools to be served by external providers that may include, but are not limited to:
  - A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners.
  - Alignment between external provider services and existing LEA services.
  - Willingness to be held accountable to high performance standards.
  - Capacity to serve the identified school and its selected intervention model.

The following guideline will be used by the SEA to evaluate the application of any LEA that seeks to engage with external providers (**on or off** the Preferred Provider list) with respect to commitment to recruit, screen, and select external providers to ensure their quality, if applicable:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> <li>• The responsibilities of the external provider and the LEA are <b>minimally or not defined</b> and aligned.</li> <li>• Available providers have <b>not been researched</b>.</li> <li>• The track record of the provider identified has <b>not been addressed</b>, or it does <b>not have a proven track</b></li> </ul>	<ul style="list-style-type: none"> <li>• Parents and community members have had <b>some</b> involvement in the selection process.</li> <li>• The responsibilities of the external provider and the LEA are <b>broadly</b> defined and aligned.</li> <li>• Available providers have been <b>researched</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and community members have been <b>meaningfully</b> involved from the beginning of the selection process.</li> <li>• The responsibilities of the external provider and the LEA are <b>clearly defined</b> and aligned.</li> <li>• Available providers have</li> </ul>

<p><b>record</b> of success.</p> <ul style="list-style-type: none"> <li>The LEA has <b>not indicated</b> that it will hold the external provider accountable to high performance standards.</li> <li>The capacity of the external provider to serve the identified school has <b>not been addressed</b>, or has been <b>minimally addressed</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The provider identified <b>generally</b> has a proven track record of success.</li> <li>The LEA has <b>indicated</b> that it will hold the external provider accountable to high performance standards.</li> <li>The capacity of the external provider to serve the identified school has been <b>explored</b>.</li> </ul>	<p>been <b>thoroughly</b> researched.</p> <ul style="list-style-type: none"> <li>The provider identified has a proven track record of success in working with <b>similar schools and/or student populations</b>.</li> <li>The LEA has <b>specifically</b> planned how it will hold the external provider accountable to high performance standards.</li> <li>The capacity of the external provider to serve the identified school has been <b>clearly demonstrated</b>.</li> </ul>
* Note that a Proficient rating in four or more criteria is needed for approval.		

In addition to the criteria outlined above, LEAs that propose to engage external providers **not** included on the Preferred Provider list must demonstrate in their applications that the provider(s) possesses the following attributes, relative to specific service(s) proposed:

- Qualified staff
  - The applicant has senior-level administrative staff with experience in leading school improvement efforts in place and available to work directly on site with LEAs and schools in Minnesota
- Existing methods
  - The applicant has developed research based methods and procedures for conducting the proposed service(s)
- Track record
  - The applicant has a track record of success in providing the proposed service(s) to LEAs and schools in a turnaround environment

The following guideline will be used by the SEA to evaluate the LEA application with respect to the capacity of any external provider(s) proposed that are <b>not</b> on the state Preferred Provider list, if applicable:		
Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> <li><b>Senior-level administrative staff</b> with experience leading school improvement efforts are <b>not in place and available for on-site activities</b>.</li> <li><b>Research based methods and procedures</b> for conducting the proposed service(s) have <b>not been developed</b>.</li> <li><b>A track record of success</b> in conducting the proposed service(s) to LEAs and schools in a turnaround environment <b>has not been demonstrated</b>.</li> <li>An ongoing evaluation</li> </ul>	<ul style="list-style-type: none"> <li><b>Senior-level administrative staff</b> with <b>limited experience</b> leading school improvement efforts are <b>in place and available for on-site activities</b>.</li> <li><b>Research based methods and procedures</b> for conducting the proposed service(s) <b>are minimal</b>.</li> <li><b>A track record of success</b> in conducting the proposed service(s) to LEAs and schools in a turnaround environment <b>has been generally demonstrated</b>.</li> <li>An ongoing evaluation process to determine the</li> </ul>	<ul style="list-style-type: none"> <li><b>Senior-level administrative staff</b> with <b>extensive</b> experience leading school improvement efforts are <b>in place and available for on-site activities</b>.</li> <li><b>Research based methods and procedures</b> for conducting the proposed service(s) have <b>been fully developed</b>.</li> <li><b>A track record of success</b> in conducting the proposed service(s) to LEAs and schools in a turnaround environment <b>has been demonstrated with specific</b></li> </ul>

process to determine the effectiveness of the service(s) has <b>not been developed.</b>	effectiveness of the service(s) has <b>been partially developed.</b>	<b>examples related to those service(s).</b> <ul style="list-style-type: none"> <li>An ongoing evaluation process to determine the effectiveness of the service(s) has <b>been fully developed.</b></li> </ul>
* Note that a Proficient rating in three or more criteria is needed for approval.		

### III. Align other resources with the interventions.

While funding sources and opportunities for alignment will vary by LEA, it is critical that all relevant areas for alignment of resources are identified in the LEA application. The SEA will carefully assess the LEA's commitment to align ALL school resources with the SIG funds by determining the extent to which it demonstrates the ability and willingness to effectively integrate various activities funded at the federal, state and local level with SIG-funded activities.

Funding sources the LEA must cite to demonstrate its commitment to align other resources to the SIG interventions include, but are not limited to: Title I, Title II, Part A; Title II, Part D; Title III, Part A; and state and local revenues as well as State Fiscal Stabilization Funds.

For "schoolwide" plans, describe how the consolidated funds such as Title I Part A, Title II Part A and other federal and state funds be used to support one of the school intervention models required under the school improvement grants [1003(g) funds]. If other key resources are not currently aligned with proposed SIG interventions, explain how they will be brought into alignment. The LEA must demonstrate, through various pieces of evidence, such as strategic plans, board minutes, district policies and staffing structure, that other funding sources are aligned with SIG-funded activities.

The following table is not exhaustive but provides examples of other funding sources and how they may be aligned with the various intervention models:

Resource	Model(s)	Alignment with SIG
<b>Federal Resources</b>		
<b>Title I, Part A</b> - Regular and stimulus funds (schoolwides or targeted assistance programs)	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>Provide support for implementing a research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards.</li> </ul>
<b>1003(a) Statewide System of Support</b> – AYP funds (Minneapolis and St. Paul only)	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>Assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the intervention model.</li> </ul>
<b>Title II, Part A</b>	Turnaround, Transformation	<ul style="list-style-type: none"> <li>Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.</li> </ul>
<b>Title II, Part D</b> - E2T2 and Ed Tech ARRA	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>Provide staff online job-embedded professional development.</li> <li>Promote the continuous use of student data through electronic means.</li> </ul>
<b>Title III, Part A</b> - LEP	Turnaround, Transformation,	<ul style="list-style-type: none"> <li>Provide staff job-embedded professional development aligned to grant goals to</li> </ul>

	Restart	assist them in serving English Language Learners.
<b>State Resources</b> (suggested resources may include, but are not limited to, the following)		
<b>Q Comp</b> – Minnesota’s educator alternative compensation program	Turnaround, Transformation	<ul style="list-style-type: none"> <li>Identify and reward school leaders, teachers and other staff who have increased student achievement and graduation rates.</li> <li>Recruit, place and retain staff with the necessary skills using financial incentives and increased opportunities for promotion and career growth.</li> <li>Provide high-quality job-embedded professional development designed to assist educators in implementing the intervention model.</li> </ul>
<b>Professional Development Setaside</b> – 2% of state general revenue for professional development	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>Provide staff with high-quality job-embedded professional development designed to assist them in implementing the intervention model.</li> </ul>

The following guideline will be used by the SEA to evaluate the LEA applications with respect to commitment to alignment of other resources with the interventions:		
<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li><b>Inappropriate or a few</b> other resources have been identified for alignment.</li> <li>Ways in which to align with the interventions have <b>not</b> been provided, or proposed areas for alignment are <b>not relevant</b> to the interventions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited</b> other resources have been identified for alignment.</li> <li><b>General ways</b> in which to align with the interventions have been provided for <b>some of</b> the other resources available.</li> </ul>	<ul style="list-style-type: none"> <li><b>Multiple</b> other resources have been identified for alignment.</li> <li><b>Specific ways</b> in which to align with the interventions have been provided for <b>each</b> other resource available.</li> </ul>
* Note that a Proficient rating is needed for approval.		

- IV. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

Given the extraordinary needs of students in our lowest-performing schools, it is essential to have a more flexible approach to staffing and scheduling of teachers. To succeed, the LEA must invest in teachers who can bring the proper instructional strategies and cultural competency to challenge and motivate students in turnaround schools. To succeed, turnaround schools must have flexibility to increase instructional time and the way the school day and year are organized to best meet the needs of students.

The LEA must demonstrate its commitment to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively in the identified Tier I or Tier II (Tier III, if funding available) school by providing information about the extent to which it has the ability and willingness to implement:

- Teacher hiring outside of typical seniority rules (e.g., principal-determined, mutual consent or teacher-led council input at site-governed schools).
- Stability for effective teachers working in turnaround schools (including, but not limited to protection from bumping and layoffs for at least two staffing cycles or three full school years).

- A low-stakes, low-barrier transfer process for teachers struggling to be effective in turnaround schools (e.g., move to another school at request of management/labor committee). Local LEAs can also decide to fund “soft landing” (e.g., providing one year of severance) packages for teachers displaced during the turnaround process, if approved by the local teachers union.
- Adding at least an hour of additional instruction time per day for Tier I and Tier II (Tier III, if funding available) schools.
- Alternative or extended school-year calendars that add time beyond the additional hour of instruction time per day for Tier I and Tier II (Tier III, if funding available) schools.

The following guideline will be used by the SEA to evaluate the LEA applications with respect to commitment to modify practices or policies when necessary:		
Not Adequately Demonstrated	Basic	Proficient
<ul style="list-style-type: none"> <li>• <b>Very limited or no</b> flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.</li> <li>• <b>Very limited or no</b> additional instructional time and/or alternative or extended school-year calendars that add instruction time per day have been provided.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited</b> flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.</li> <li>• Additional instructional time and/or alternative or extended school-year calendars that add <b>less than an additional hour</b> of instruction time per day have been provided.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Flexibility</b> has been provided for hiring, retaining and transferring staff to facilitate the selected model.</li> <li>• Additional instructional time and/or alternative or extended school-year calendars that <b>add an additional hour of instruction time per day</b> have been provided.</li> </ul>
* Note that a Proficient rating is needed for approval.		

#### V. Sustain the reforms after the funding period ends.

LEA leaders must seek to plan for sustainability of school improvement efforts from the outset. Steps must be taken to ensure that the school improvement activities do not become derailed when staffing or funding arrangements change. Generally, the more internal capacity is built while at the same time maintaining community engagement and support, the more effectively school improvement practices will become embedded in the culture of the school.

The LEA will demonstrate its commitment to sustaining reforms in the identified Tier I or Tier II (Tier III, if funding available) school after the funding period ends by providing information about, as applicable, the extent to which:

Criteria	Model(s)
The school staff and wider communities share reform leadership in the planning phase as well as throughout implementation.	All
There are plans in place to deal with staffing and funding changes, including transitions in leadership.	All
A strategic planning process is in place at the LEA that supports the long-term implementation of educational reforms and built in checkpoints along the way to monitor levels of implementation and progress toward outcomes.	All
The “schoolwide” Title I, Part A plan sustains critical elements of the reform. A budget analysis is planned to consolidate federal, state and	All

local funding sources towards sustaining critical reform elements.	
A comprehensive system of formative and summative data collection is in place to track progress and results and to drive decision making.	All
Plans are in place to sustain the intervention model when the SIG funding for external providers, including CMOs, EMOs, Minnesota Principals' Academy and others, expires.	All
Other funding sources are under considerations to enable the school to continue offering additional instructional time or alternative/extended school-year calendars.	All
A system for measuring the fidelity of classroom-level implementation of evidence-based instructional practices is operational.	Turnaround, Restart, Transformation
Time has been reserved and protected for educators to collaborate in order to sustain initiatives.	Turnaround, Restart, Transformation
Measures, including training, are taken to ensure that new staff will understand and take part in improvement initiatives.	Turnaround, Transformation
Professional development is job-embedded to assist educators in implementing reform initiatives in their classrooms.	Turnaround, Transformation

The following guideline will be used by the SEA to evaluate the LEA applications with respect to commitment to sustaining reforms after the funding period ends:		
<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>A few or none of the above sustainability criteria relevant to the school's selected intervention model have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the above sustainability criteria relevant to the school's selected intervention model have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>All of the above sustainability criteria relevant to the school's selected intervention model have been <b>adequately</b> addressed.</li> </ul>
* Note that a Proficient rating is needed for approval.		

## **SCHOOL GOALS**

*Please limit the length of your response to approximately 3 pages.*

Setting rigorous yet attainable SMART goals for student achievement and/or graduation rate is critical to focusing school improvement activities and evaluating the outcomes of the selected intervention model. The comprehensive system below will be used to not only review the goals of grantees, but to also guide the implementation of their intervention model.

The LEA must develop a three-year goal to be reviewed on an annual basis to ensure progress is made toward meeting that goal. The LEA must demonstrate the rigor and appropriateness of the identified Tier I or Tier II

school's three-year goals for student achievement and/or graduation rate by providing information about the extent to which it has successfully carried out the following activities:

**Step 1:** Review district goal including supporting district and state data as well as district educational improvement plan (EIP) and other plans (e.g., Title I, staff development).

**Step 2:** Review schoolwide MCA-II or III/MTELL/MTAS (as applicable) results for *All Students* in mathematics and reading as well as other schoolwide standardized academic achievement tests and/or graduation rate data.

- Gather, organize and review trend data (including school, district, and state data as appropriate).

**Step 3:** Determine the academic achievement test to be used and content area focus of goal.

**Step 4:** Select a measure of student achievement defined by the standardized assessment, and/or select graduation rate.

Examples of a measure of student achievement include, but not limited to, the following:

- MCA-II or III (as applicable):
  - Percentage of students proficient.
  - Percentage of students at each achievement level.
  - Percentage of students maintaining or earning a higher achievement level.
  - Percentage of students achieving or exceeding an identified individual progress score change (limited to grades 4-8).

**Step 5:** Identify the amount of reasonable increase within the goal period. Focus on an increase that is attainable, yet rigorous.

**Step 6:** Write a schoolwide SMART goal from information gathered in Steps 1-5.

**Step 7:** Revisit the focus of district and school plans to assure teacher and student needs are addressed.

Please see Appendix B,

I. Provide the following information for the identified Tier I or Tier II school:

- A three-year student achievement SMART goal for reading using MCA-II or III/MTAS data (as applicable).
- A three-year student achievement SMART goal for mathematics using MCA-II or III/MTELL/MTAS data (as applicable).
- A one-year student academic achievement SMART goal for both reading and mathematics to be used to track progress for the first year of the grant.
- Rationale and trend data to demonstrate successful completion of the goal-setting process.

II. Provide the following information **only** if the school was identified with a graduation rate below 60 percent:

- A three-year SMART goal for graduation rates.
- A one-year graduation rate SMART goal to be used to track progress for the first year of the grant.
- Rationale and trend data to demonstrate successful completion of the goal-setting process.

Duplicate/expand templates as needed. See Definitions section for more information about SMART goals.

See Appendix B, “Schoolwide SMART Goals Guidelines and Examples,” for more information about setting schoolwide SMART goals.

The following guideline will be used by the SEA to evaluate the LEA applications with respect to setting rigorous yet attainable goals for student achievement and/or graduation rate:		
<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>The goals are <b>not rigorous and attainable</b>, and/or the rationale and trend data provided <b>does not support</b> the goal.</li> </ul>	<ul style="list-style-type: none"> <li>The goals have either <b>limited rigor and/or are not fully attainable</b>, and the rationale and trend data provided <b>generally supports</b> the goal.</li> </ul>	<ul style="list-style-type: none"> <li>The goals are <b>rigorous and attainable</b>, and the rationale and trend data provided <b>clearly support</b> the goal.</li> </ul>
* Note that a Proficient rating is needed for approval.		

## **SCHOOL WORKPLAN**

*Please limit the length of your response to approximately 6 pages.*

The LEA must demonstrate its commitment to implement the basic elements of the selected intervention model in the school by the beginning of the 2011-2012 school year and must provide a plan for activities to be carried out during the pre-implementation period (See Definitions section).

- I. Demonstrate that the LEA’s plan is sufficient to get the basic elements of the selected intervention model in place by the 2011-2012 school year and provide a plan for the pre-implementation period (See Definitions section) by:
  - Describing activities to be carried out during the pre-implementation period to prepare for full implementation of the selected intervention model.
  - Creating an overall timeline of all grant activities, including those carried out during the pre-implementation period, for the first year of the award period with a measurement of implementation for each.
  - Providing staff assignments, activities/strategies, measurements, timelines and rationale for all of the elements of the selected intervention model, including the pre-implementation period.

Duplicate/expand templates as needed.

The following guideline will be used by the SEA to evaluate the LEA applications with respect to commitment to implementing the basic elements of the selected intervention model by the beginning of the 2011-2012 school year, including activities to be carried out during the pre-implementation period:		
<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li><del>A few or none</del> of the pre-implementation activities are allowable and necessary to prepare the LEA for full</li> </ul>	<ul style="list-style-type: none"> <li><del>Most</del> of the pre-implementation activities are allowable and necessary to prepare the LEA for full</li> </ul>	<ul style="list-style-type: none"> <li><del>All</del> of the pre-implementation activities are allowable and necessary to prepare the LEA for full</li> </ul>

<p><del>implementation of the selected intervention model.</del></p> <ul style="list-style-type: none"> <li>• <b>A few or none</b> of the pre-implementation activities are directly related to the full implementation of the selected intervention model.</li> <li>• <b>A few or none</b> of the pre-implementation activities address the needs of the school and advance the overall goal of the SIG program of improving student achievement.</li> <li>• <b>A few or none</b> of the pre-implementation activities have been sufficiently funded to adequately prepare the LEA for full implementation of the selected intervention model.</li> <li>• <b>A few or none</b> of the basic elements of the selected intervention model are implemented by the beginning of the 2011-2012 school year.</li> </ul>	<p><del>implementation of the selected intervention model.</del></p> <ul style="list-style-type: none"> <li>• <b>Most</b> of the pre-implementation activities are directly related to the full implementation of the selected intervention model.</li> <li>• <b>Most</b> of the pre-implementation activities address the needs of the school and advance the overall goal of the SIG program of improving student achievement.</li> <li>• <b>Most</b> of the pre-implementation activities have been sufficiently funded to adequately prepare the LEA for full implementation of the selected intervention model.</li> <li>• <b>Most</b> of the basic elements of the selected intervention model are implemented by the beginning of the 2011-2012 school year.</li> </ul>	<p><del>implementation of the selected intervention model.</del></p> <ul style="list-style-type: none"> <li>• <b>All</b> of the pre-implementation activities are directly related to the full implementation of the selected intervention model.</li> <li>• <b>All</b> of the pre-implementation activities address the needs of the school and advance the overall goal of the SIG program of improving student achievement.</li> <li>• <b>All</b> of the pre-implementation activities have been sufficiently funded to adequately prepare the LEA for full implementation of the selected intervention model.</li> <li>• <b>All</b> of the basic elements of the selected intervention model are implemented by the beginning of the 2011-2012 school year.</li> </ul>
* Note that a Proficient rating is needed for approval.		

## SCHOOL BUDGET

*Page Count Limit Does Not Apply*

LEAs will be required to submit a separate three-year budget for each identified school that will allow for a detailed assessment as to whether sufficient funds have been requested and appropriately budgeted to implement the selected intervention model. OTAS will review the projected funding amount per fiscal year to ensure the LEA budget covers the full period of availability.

Due to the funding needed to fully and effectively implement one of the intervention models, the SEA commits to serving its Tier III schools only in the likelihood that none of Minnesota's LEAs with Tier I or Tier II schools apply for a School Improvement Grant. With the exception of the school closure model (addressed below), the assessment of sufficiency of funds will be guided primarily by the demonstrated needs of the LEA to allow them to serve each school.

In other parts of the application, the LEA must describe their needs to implement the selected intervention model(s), and it must also identify relevant areas of alignment with other federal, state and local funding sources. Considering the LEA's demonstrated needs and identified areas of alignment with other funding sources, the LEA must demonstrate that sufficient funds have been budgeted to fully and effectively implement the selected intervention model and other grant requirements, as follows:

- Implementing fully and effectively the components, as outlined in the final requirements, of the respective intervention model selected for each Tier I and Tier II (Tier III, if funding available) school to be served by the application.
- Establishing an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and for coordinating with the OTAS.
- Hiring at least a .5 FTE Site Administrative Manager (SAM) with a school population of 250 students or less or a 1.0 FTE Site Administrative Manager (SAM) with a school population over 250 students with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be responsible for administrative duties at the school not directly related to instruction. .
- Adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application.
- Providing at least 90 minutes each week for each teacher dedicated to professional learning communities in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application.
- Providing training for new teachers that join turnaround schools after the process is underway in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application.
- Providing travel expenses, including mileage, lodging and meals for the principals in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application to attend the Minnesota Principals' Academy for approximately 20 days (registration fee, course materials and other expenses will be provided by the SEA).

The following guideline will be used by the SEA to evaluate the LEA applications with respect to demonstrating sufficiency of funds (except for schools implementing the school closure model which will be funded at the minimum \$50,000.):

<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• <b>A few or none</b> of the intervention components and other grant requirements have been sufficiently funded for a three-year period, considering the LEA's demonstrated needs and ability to align other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> of the intervention components and other grant requirements have been sufficiently funded for a three-year period, considering the LEA's demonstrated needs and ability to align other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> of the intervention components and other grant requirements have been sufficiently funded for a three-year period, considering the LEA's demonstrated needs and ability to align other resources.</li> </ul>
* Note that a proficient rating is needed for approval.		

#### **Additional instructions for completing the budget section are as follows:**

##### **Overview**

The Budget Narrative/Justification Worksheet template must be completed and submitted as part of the application for this grant opportunity. The worksheet is based on a restricted grid in UFARS specific to the above finance code and identifies those budget object codes specific to this grant opportunity.

When completing the Budget Narrative/Justification Worksheet in the application section of this grant opportunity, be sure to align your budget with your workplan. Also be sure to provide adequate, but brief justification to explain the total allocation in that budget object code. Your budget should be based on necessary and reasonable costs to run your program activities. The justification space expands to allow you the ability to insert additional information.

Your completed budget narrative/justification worksheet will only reflect the object codes allowable under the restricted grid developed for this grant initiative. No additional object codes may be added to the budget narrative/justification worksheet. Note that the budget narrative/justification worksheet should include proposed expenses during the pre-implementation period.

While all object codes for 473 School Improvement Grant (SIG)) are available, the actual use of an object code in this grant must be approved by the SEA. Provide a specific and justifiable description for each activity; consider the school's needs and how the use of these funds will support a full and effective implementation of the selected intervention model. The object codes and justifications provided below are subject to final approval by the SEA. Supplement, not supplant rules apply to the SIG.

A course code is used to identify the federal funding year specific to the grant.

### **UFARS Dimensions**

The Uniform Financial Accounting and Reporting Standards (UFARS) are standards developed to provide guidance on accounting procedures and identify the financial reporting requirements of local educational agencies (LEAs) in Minnesota. UFARS financial data must be reported to the Minnesota Department of Education (MDE) in a prescribed format.

The UFARS account structure is multi-dimensional. Each expenditure account requires the use of codes in six dimensions, each of which has a distinct purpose. The UFARS account structure is as follows:

Fund	Organization	Program	Finance	Object	Course
------	--------------	---------	---------	--------	--------

For more information on each of these dimensions, please refer to the UFARS manual at [http://education.state.mn.us/MDE/Accountability\\_Programs/Program\\_Finance/Financial\\_Management/UFARS/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Financial_Management/UFARS/index.html).

This grant opportunity has been assigned a specific UFARS Finance code 473 and it must be used to record all grant activity. In UFARS, the finance code assists MDE in identifying the original source of funding, the specific grant opportunity and the specific restricted grid budget object codes for allowable activities of this grant. This is done by limiting the permitted code combinations of the six dimensions. The permitted code combinations (also referred to as the Restricted Grid) may be found in Chapter 10 of the UFARS manual.

### **RESTRICTED GRID**

“What is a *Restricted Grid* and how do I use it”

School district expenditures that require a finance code because they are funded by federal grants, state statute or rule or entitlements, must be classified in accordance with the UFARS Chapter 10 Restricted Finance Grid specific to the funding and initiative.

FIN and Description refer to the finance dimension as described in the finance chapter of the UFARS manual. It is the key dimension of the grid. Finance codes are listed in ascending numerical order. Once a requirement for a finance dimension is determined and the finance number has been located in the restricted finance grid, the remaining possible expenditure code dimensions can be determined.

#### **OTHER HELPFUL INFORMATION:**

The budget narrative/justification should provide information to briefly justify the total amount entered into the budget object code line.

If this initiative allows for indirect costs, the indirect rate used should be identified in the budget narrative justification and not exceed the restricted approved rate.

If awarded and once your budget has been approved, **any change to the total budget amount that exceeds ten percent (10%) requires an official budget amendment.** An amendment requires the official signature of the agency head. If you need to allocate funds to a budget line-item category that was not originally approved for expenditure reimbursement, you must also request a budget amendment. Please contact your grant specialist for a budget amendment request form.

#### **IMPORTANT RESOURCES:**

**MDE UFARS Manual:** For further information on budget line-item categories, refer to MDE's Website at [http://education.state.mn.us/MDE/Accountability\\_Programs/Program\\_Finance/Financial\\_Management/UFARS/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Financial_Management/UFARS/index.html)

**Federally funded grants:** please refer to the Office of Management and Budget (OMB) Circulars A-122 for Non-Profits, A-87 for State, Local and Indian Tribal Governments (school districts and cooperatives) and A-21 for Institutions of Higher Education. These documents will provide a list of allowable and unallowable cost principles for federal funded grants and guidelines for maintenance of payroll documentation. All grant costs should be reasonable and necessary for the grant project and documented by grantee. To review OMB circulars, go to <http://www.whitehouse.gov/omb/circulars>.

**Code of Federal Regulations, Title 34:** For federally funded grants that are educational, please refer to <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

For the current fiscal years **Indirect Cost Rates** please visit:

[http://education.state.mn.us/MDE/Accountability\\_Programs/Program\\_Finance/Financial\\_Management/Reports/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Financial_Management/Reports/index.html)

**Commissioner's Plan:** <http://www.mmd.admin.state.mn.us/commissionersplan.htm> (Chapter 15 and Appendix H)

#### **ACCOUNTING SYSTEM AND FINANCIAL MANAGEMENT QUESTIONNAIRE (ASFMQ)**

**\*ACTUAL FORM IS NOT INCLUDED AS PART OF THE APPLICATION MATERIALS, BUT MAY BE SENT FROM MDE IF REQUIRED AT A LATER DATE (see bullets below).**

**If you ARE** a non-profit agency, educational service cooperative or private organization, or if the fiscal agent is any of these, **you will be required to have the ASFMQ and supporting documentation on file with MDE.**

**Important information:**

- The ASFMQ and supporting documentations *are not* required at the time of your application submission, however if your application is considered for award you will be required to submit information at that time to the Minnesota Department of Education within five (5) working days after notification of consideration.
- To ensure potential grantee or fiscal agent has adequate oversight and appropriate internal controls to properly administer grant funds, financial documentation must be submitted. Failure to provide this information when requested, *or* if your program lacks a healthy financial status, may hinder your ability to be funded.
- A written and valid justification **must be provided if any** of the required documents are **not** submitted when requested. Each justification submitted must be reviewed and approved by MDE's Program Contact/Authorized Representative to ensure that adequate oversight and appropriate internal controls to properly administer grant funds are in place within the organization.
- **The ASFMQ and supporting documentation must be updated on an annual basis.**

**You will not need to submit this form** if your organization is a school district, charter school, educational district, college, university or tribal government, or if school districts, institutions of higher education and charter schools *are acting as fiscal agents.*

**Important Information:**

Records in the Program Finance Division will be examined to ensure all required audit reports and financial documentation have been filed with the Department of Education. Applicants/Awardees, including fiscal agents, found to be lacking in this documentation run the risk of being eliminated from competition if financial soundness cannot be verified.



1500 Highway 36 West

T: (651) 582-8200

Roseville, MN 55113-4266

TTY: (651) 582-8201

## APPLICATION COVER SHEET

### School Improvement Grants (SIG) Regular and American Recovery and Reinvestment Act (ARRA) Grant Opportunity

#### LEA Application Section

**Note: This section only needs to be completed one time per LEA.**

ORGANIZATION INFORMATION	
District/Agency/Organization (legal name):	
School/Site Name (if applicable):	
MN Tax ID Number:	
Federal Tax ID Number:	
DUNS Number:	
CCR Certification:	<input type="checkbox"/> Check here to certify registration has been completed and is valid
Organization Site Number:	
Total Amount Requested:	
IDENTIFIED OFFICIAL WITH AUTHORITY INFORMATION	
Name	
Title	
Address	
Phone Number & E-mail	
PROGRAM CONTACT INFORMATION	
Name	
Title	
Address	
Phone Number & E-mail	

<b>BUSINESS MANAGER/ACCTG. CONTACT INFORMATION</b>	
<b>Name</b>	
<b>Phone Number &amp; E-mail</b>	

**REMINDERS : Your application is not considered complete until it is uploaded and signed electronically in SERVS Financial. Due date is: May 13, 2011**

## **ASSURANCES**

The grantee (which refers to the applicant's status after it has been awarded grant funds) by signing the application submitted to the State, agrees to comply with all applicable federal, state and local laws, ordinances, rules and regulations, public policies and all provisions stated herein in the performance of this award.

### **1. SURVIVAL OF TERMS**

The following clauses survive the expiration or cancellation of this award: 4(d). State and Federal Audits; 5. Liability; 6. Ownership of Materials and Intellectual Property Rights; 7. Publicity; 8. Government Data Practices; 9. Data Disclosure; and 12. Governing Law, Jurisdiction and Venue.

### **2. USE OF FUNDS**

The use of funds shall be limited to that portion identified in the Application Materials and the attached application and by any applicable state or federal laws. Funds may not be used for gifts or novelty items (unless individually and specifically approved by the State) or for payments to vendors displaying exhibits. Funds may not be used to pay for or support other projects not identified in this application. Funds may not be used for the benefit of state employees, which includes, but is not limited to, reimbursement for any expenditures, including travel expenses; costs of registration fees for training sessions or educational courses presented or arranged; payments to state employees for presentations at workshops, seminars, etc., whether on state time, vacation time, leave of absence or any other non-work time.

- A. The grantee, in the conduct of activities under this award, shall submit such reports as may be required by written instructions of the State within the times required by it. The State shall withhold funding if reporting requirements are not met in a complete, accurate and timely manner.
- B. The grantee shall present reports to the Commissioner of the Department of Education (COMMISSIONER) or State's Authorized Representative. At the COMMISSIONER'S discretion, the reports may be presented at departmental, legislative, other state agency or public meetings where the grantee shall be available to explain the PROJECT and to respond to questions.
- C. Reimbursement for travel and subsistence expenses actually and necessarily incurred by grantee in performance of this project will be paid provided that the grantee shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than in the current "Commissioner's Plan," promulgated by the Commissioner of Minnesota Management & Budget (MMB), and grantee will only be reimbursed for travel and subsistence outside the State of Minnesota if it has received prior written approval for such out-of-state travel from the State.

### **3. EQUIPMENT**

Upon termination of the award, all equipment purchased during the award period shall be returned by the grantee to the State at the State's discretion.

### **4. FINANCIAL AND ADMINISTRATIVE PROVISIONS**

- I. **ALLOWABILITY OF COSTS.** For federal funds, allowability of costs incurred under this award shall be determined in accordance with the procedures and principles given in the federal Office of Management and Budget (OMB) circulars, including, but not limited to, OMB A87. For all funds, no claim for materials purchased in excess of budget categories or program services not specifically provided for in this award by the grantee will be allowed by the State unless approved in writing by the State. Such approval shall be considered to be a modification of the award. There may be additional limitations on allowable costs which shall be noted in the award.

**II.RECORDS.** The grantee shall maintain books, records, documents and other evidence pertaining to the costs and expenses of implementing this Application to the extent and in such detail as will accurately reflect all gross costs, direct and indirect, of labor materials, equipment, supplies, services and other costs and expenses of whatever nature. The grantee shall use generally accepted accounting principles. The grantee shall preserve all financial and cost reports, books of account and supporting documents and other data evidencing costs allowable and revenues and other applicable credits under this award which are in the possession of the grantee and relate to this award, for a period of no less than six years and the respective federal requirements where applicable.

All pertinent records and books of accounts related to this award and subsequent awards shall be preserved by the grantee for a period of six years subject to the following criteria:

- 1) The six-year retention period shall commence from the date of submission of the final expenditure report.
- 2) If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.
- 3) The grantee agrees to cooperate in any examination and audit under the provisions of this paragraph.

**III.EXAMINATION AND AUDIT OF ACCOUNTS AND RECORDS.** The State or its representative or the federal administering department (when applicable) shall have the right to examine books, records, documents and other evidence and accounting procedures and practices, sufficient to reflect properly all direct and indirect costs and the method of implementing the award. The grantee shall make available at its office and at all reasonable times before and during the period of record retention, proper facilities for such examination and audit.

**IV.STATE AND FEDERAL AUDITS.** The books, records, documents and accounting procedures and practices of the grantee shall be subject to examination by the State or federal auditors, as authorized by law. Minnesota Statutes, section 16C.05, subdivision 5, requires the State audit clause be in effect for a minimum of six years. Federal audits shall be governed by requirements of federal regulations.

- 1) If the grantee (in federal OMB Circular language known as “subrecipient”) receives federal assistance from the State of Minnesota, it will comply with the Single Audit Act of 1984 as amended and OMB circular A-133, “Audits of States, Local Governments and Non-Profit Organizations” for audits of fiscal years beginning after June 30, 1996; or,
- 2) The grantee will provide copies of the single audit reporting package (as defined in A-133 section 320(c)), financial statement audits, management letters and corrective action plans to the State, the Office of the State Auditor, Single Audit Division or Federal Audit Clearinghouse, in accordance with OMB A-133.

## **5. LIABILITY**

Grantee agrees to indemnify and save and hold the State, its agents and employees harmless from any and all claims or causes of action, including all attorneys’ fees incurred by the State arising from the performance of the award by grantees, agents or employees. This clause shall not be construed to bar any legal remedies grantee may have for the State’s failure to fulfill its obligations pursuant to the award and subsequent awards.

## **6. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS**

### **A. INTELLECTUAL PROPERTY RIGHTS:**

The State shall own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks and service marks in the works and documents created and paid for under the award. Works means all inventions, improvements, discoveries (whether or not patentable), databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes and disks conceived, reduced to practice, created or originated by the grantee, its employees, agents and subcontractors, either individually or jointly with others in the

performance of this award. Works includes “Documents.” Documents are the originals of any databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes, disks or other materials, whether in tangible or electronic forms, prepared by the grantee, its employees, agents or subcontractors in the performance of this award. The Documents will be the exclusive property of the State and all such documents must be immediately returned to the State by the grantee upon completion or cancellation of the award. To the extent possible, those Works eligible for copyright protection under the United States Copyright Act will be deemed to be “works for hire.” The grantee assigns all right, title and interest it may have in the works and the documents to the State. The grantee, at the request of the State, shall execute all papers and perform all other acts necessary to transfer or record the State’s ownership interest in the works and documents.

#### **B. OBLIGATIONS:**

- 1) Notification: Whenever any invention, improvement or discovery (whether or not patentable) is made or conceived for the first time or actually or constructively reduced to practice by the grantee, including its employees and subcontractors, in the performance of the award, the grantee will immediately give the State’s authorized representative written notice thereof, and must promptly furnish the authorized representative with complete information and/or disclosure thereon.
- 2) Representation: The grantee must perform all acts, and take all steps necessary to ensure that all intellectual property rights in the works and documents are the sole property of the State, and that neither the grantee nor its employees, agents, or subcontractors retain any interest in and to the works and documents. The grantee represents and warrants that the works and documents do not and will not infringe upon any intellectual property of other persons or entities. Notwithstanding Liability clause 5, the grantee will indemnify; defend, to the extent permitted by the Attorney General; and hold harmless the State, at the grantee’s expense, from any action or claim brought against the State to the extent that it is based on a claim that all or part of the works or documents infringe upon the intellectual property rights of others. The grantee will be responsible for payment of any and all such claims, demands, obligations, liabilities, costs and damages, including but not limited to, attorney fees. If such a claim or action arises, or in the grantee’s or the State’s opinion is likely to arise, the grantee, must at the State’s discretion, either procure for the State the right or license to use the intellectual property rights at issue or replace or modify the allegedly infringing works or documents as necessary and appropriate to obviate the infringement claim. This remedy of the State will be in addition and not exclusive of other remedies provided by law.

### **7. PUBLICITY**

Any publicity given to the program, publications or services provided resulting from the award, including, but not limited to, notices, informational pamphlets, press releases, research, reports, signs and similar public notices prepared for the grantee or its employees individually or jointly with others or any subawardees, shall identify the State as the sponsoring agency. The publicity described may only be released with the prior approval of the state’s authorized representative. The applicant/awardee must not claim that the State endorses its products or services.

Sample statement identifying the State as the sponsoring agency and must also identify the source of federal funds.

This initiative is made possible (or is funded in part) with a grant from the Minnesota Department of Education using federal funding, CFDA #84.377A, for Title I, Part A Section 1003 (g) of the Elementary and Secondary Education Act (ESEA).

**NOTE:** the CFDA and title of the funds – must reflect specific funding source as stated on award notification.

### **8. GOVERNMENT DATA PRACTICES**

The grantee and the State must comply with the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, as it applies to all data provided by the State under the award, and as it applies to all data created collected, received, stored, used, maintained or disseminated by the grantee under the award. The civil remedies of Minnesota Statutes, section 13.08 apply to the release of the data referred to in this paragraph by either the grantee or the State.

If the grantee receives a request to release the data referred to in this paragraph, the grantee must immediately notify the State. The State will give the grantee instructions concerning the release of the data to the requesting party before the data is released.

## **9. DATA DISCLOSURE**

Under Minnesota Statutes, section 270C.65, and other applicable law, the grantee consents to disclosure of its Social Security number, federal employer tax identification number and/or Minnesota tax identification number, already provided to the State, to federal and state tax agencies and state personnel involved in the payment of state obligations. These identification numbers may be used in the enforcement of federal and state tax laws which could result in action requiring the grantee to file state tax returns and pay delinquent state tax liabilities, if any.

## **10. WORKERS' COMPENSATION**

Grantee certifies that it is in compliance with Minnesota Statutes, section 176.181, subdivision 2, pertaining to workers' compensation insurance coverage. The grantee's employees and agents will not be considered State employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility. (Exemption/Waiver as allowed under law.)

## **11. ANTITRUST**

Grantee hereby assigns to the State of Minnesota any and all claims for overcharges as to goods and/or services provided in connection with the award resulting from antitrust violations which arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota.

## **12. GOVERNING LAW, JURISDICTION AND VENUE**

Minnesota law, without regard to its choice-of-law and provisions, governs the award. Venue for all legal proceedings arising out of the award, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.

## **13. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for organizations granted an award over \$150,000, as defined at 34 CFR Part 82, Sections 82.100, 82.105 and 82.110, the grantee must certify that:

- A. No federally appropriated funds have been paid or will be paid, by or on behalf of organization, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal award, and the extension, continuation, renewal, amendment or modification of any federal award.
- B. If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal award, the grantee shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- C. The grantee shall require that the language herein shall be included in any award documents for all subawards at all tiers (including subgrants, contracts under award, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

#### **14. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The grantee certifies that it and its principals:

- 1) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency;
- 2) Have not within a three-year period preceding this application or award been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;
- 3) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and,
- 4) Have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.

#### **15. DRUG-FREE WORKPLACE (Awardees Other Than Individuals)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart B, for recipients other than individuals, as defined at 34 CFR Part B, Sections 84.200, 854.205, 84.210, 84.215, 84.220, 84.225 and 84.230 –

A. The grantee certifies that it will continue to provide a drug-free workplace by:

- 1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- 2) Establishing an on-going drug-free awareness program to inform employees about:
  - (a) The dangers of drug abuse in the workplace;
  - (b) The grantee's policy of maintaining a drug-free workplace;
  - (c) Any available drug counseling, rehabilitation and employee assistance programs; and
  - (d) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

3) Making it a requirement that each employee to be engaged in the performance of the award be given a copy of the statement required by paragraph (1);

4) Notifying the employee in the statement required by paragraph (1) that, as a condition of employment under the award, the employee will:

- (a) Abide by the terms of the statement; and,
- (b) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

5) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected award;

6) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (4)(b), with respect to any employee who is so convicted:

- (a) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or,
- (b) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency;

7) Making a good faith effort to continue to maintain a drug-free workplace through implementation of Paragraphs (1), (2), (3), (4), (5) and (6).

## **16. TRANSFERABILITY**

The grantee shall not transfer or assign to any party or parties any right(s), obligation(s) or claim(s) under the award without the prior written consent of the State. It is understood, however, that grantee remains solely responsible to the State for providing the products and services described.

## **17. TIME**

The grantee must comply with all the time requirements described in the application and award. In the performance of this award, time is of the essence.

## **B. OTHER PROVISIONS be it understood:**

- A. By filing of this application, the applicant has therefore obtained the necessary legal authority to apply for and receive the proposed grant;
- B. As the agency head (identified official with authority to sign) by using the electronic signature process, you are granting approval to submit an application and agree to comply with all assurances and requirements as stated in this grant opportunity. As the identified official with authority to sign on behalf of the organization, you are also delegating a program contact representative to work with MDE in fulfilling the obligations of this grant opportunity. The electronic signature (and agreement) replaces the ink signature and certifies that as an applicant/awardee your organization shall/will in the performance of the grant opportunity comply with all applicable federal, state and local laws, ordinances, rules and regulations,

public policies and provisions stated in all applicable assurance(s) including but not limited to standard and/or program specific, including the Civil Rights Act of 1964 and amendments thereto.

- C. The grant application is written by the applying program. The source is cited appropriately on any material that is paraphrased or copied. Language taken from a template is customized sufficiently to meet the needs of the program that is applying. It is to be understood that failure to comply, may result in denial of the grant application.
- D. The grantee understands that no work should begin under this Award until **all** required signatures have been obtained; an Official Grant Award Notification has been issued and the grantee is notified to begin work by the State's Program Contact. Expenditures must be for post-award projects; grant awards may not be used to pay for any costs incurred before an award is made.
- E. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of applicant.
- F. Grant funds shall not be used to supplant salaries and wages normally budgeted for an employee of the applicant/agency. Total time for each staff position paid through various funding streams financed in part or whole with grant funds shall not exceed one Full Time Equivalent (FTE). The grantee must disclose all compensation from all sources upon request including salary, extra pay, and/or payments for contracted work, made to employees financed in part or whole with grant funds.
- G. You are not delinquent on the repayment of any federal debt.
- H. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- I. Every reasonable effort will be made by the applicant to continue the project after the termination of state/federal funding, if applicable to the terms of this application.
- J. The applicant's Program Contact Representative will be named on the OGAN. If the Program Contact Representative changes at any time during the grant award period, the applicant/grantee must immediately notify the state.
- K. The State's Program Contact Representative, or his/her successor, named on the OGAN has the responsibility to monitor the grantee's performance and has the authority to accept the services provided under the grant award opportunity.
- L. All services provided by the grantee under an award must be performed to the state's satisfaction, as determined at the sole discretion of the State's Program Contact Representative and in accordance with all applicable federal, state, and local laws, ordinances, rules and regulations. The grantee will not receive payment for work found by the state to be unsatisfactory or performed in violation of federal, state or local law.
- M. Any amendment to an award must be in writing and will not be effective until it has been executed and approved by the same parties who executed and approved the original grant award, or their successors in office.
- N. If the state fails to enforce any provision of an award, that failure does not waive the provision or its right to enforce it.
- O. An award may be cancelled by the state or grantee at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such a cancellation, grantee shall be entitled to payment, determined on a pro rata basis, for work or services performed to the state's satisfaction. It is expressly understood and agreed that in the event the reimbursement to the State from Federal sources or

appropriations by the Minnesota Legislature are not obtained and continued at an aggregate level sufficient to allow for the grantee's program to continue operating, the grant shall immediately be terminated upon written notice by the state to the grantee. In the event of such termination, grantee shall be entitled to payment determined on a pro-rata basis, for services performed and liabilities already accrued prior to such termination.

- P. The state may cancel an award immediately if the state finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled. The state may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.
- Q. The applicant fully understands that if this is a competitive grant opportunity process, the application may not be funded. The grant application process is designed to provide an equitable opportunity for eligible candidates to compete. It is to be understood that one or more factors may result in a funding or a non-funded outcome. The review process includes a consistent, impartial application review conducted for all applications that meet the requirements set forth in the grant application instructions. As applications are evaluated based on the information provided by the applicant and failure to comply with submission requirements, is solely the responsibility of the applicant. **All funding decisions made by MDE are final.**
- R. Awarded programs understand future funding opportunities may be hindered if reporting and/or performance expectations per this or any grant opportunity/contract with MDE have not been met and/or reports are not submitted in a timely fashion per requirements.
- S. When a grant includes the production of a report or other publication and this publication will be posted on the MDE Website or otherwise distributed as a work product of MDE that publication must adhere to all MDE Communications policies, available upon request from the Communications Division. In addition, the publication must be reviewed and proofread by Communications staff, in accordance with MDE policy, to ensure the document follows all agency policies and is free of typographical and grammatical errors, and is formatted in a way that is professional and easy to read. The grantee is responsible for making changes designated by the Communications Division prior to dissemination of any kind and must provide a Web-ready copy of the document to MDE in electronic format. Note: If the document is provided in PDF format only, the grantee agrees to make any additional changes necessary if future review reveals errors in the document.
- T. The grantee assures that if the award involves federal funding the reimbursement of expenditures is in compliance with all program provisions, relevant provisions of the Cash Management Improvement Act of 1990 (Public Law 101-453) as amended by the CMIA of 1992 (Public Law 102-589), codified at 31 U.S.C. 6501 and 31 U.S.C. 6503; Office of Management and Budget (OMB) Circulars A-87, Cost Principals for State, Local and Tribal Government; A-133 the Compliance Supplement; Education Department General Administrative Regulations, 34 CFR Parts 74, 75, 76, 77, 79, 80, 81, 82, 84, 86, 86, 97, 98, 99; or other applicable code of federal regulations applicable to this federal reimbursement request.
- U. Stimulus - American Recovery and Reinvestment Act (ARRA) Assurances:
  - 1) Overall ARRA Requirements:
    - a. Every dollar spent under the ARRA will be subject to the most stringent standards of accountability and transparency.
    - b. Must maintain (accurate, complete, and reliable documentation) records that track separately the funds received under each Stimulus ARRA grant award. **Please note:** the ARRA includes additional reporting requirements for which guidance is forthcoming from the United States Department of Education (USDE).

- c. In the reports for each of the Stimulus ARRA grant award(s) awardees must report to state (SEA) in a manner prescribed by the Commissioner of Education, at a minimum on a quarterly basis, which include but is not limited to:
    - (1) the use of funds provided under the program;
    - (2) the estimated number of jobs created or saved with program funds;
    - (3) estimated tax increases that were averted as a result of program funds;
    - (4) standing with respect to fulfilling the application assurances described above and/or within; and
    - (5) progress of the program in meeting the goals, objectives, outcomes and its impact (results) in showing how programs/school are performing and helping program/schools improve.
  - d. The State (SEA) has important oversight responsibilities and must monitor grant and subgrant activities to ensure compliance with **all** applicable Federal requirements. If a grant recipient fails to comply with requirements governing use of stimulus funds the state may, consistent with applicable administrative procedures, take one or more enforcement actions, including withholding or suspending, in whole or in part, the funds or recovering misspent funds following an audit.
- V. Each grantee or sub-grantee awarded funds made available under the Recovery Act shall promptly refer to an appropriate inspector general any credible evidence that a principle, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds.
- W. Grantees will be expected to fully and effectively implement one of the following interventions in each of the grantee LEA's Tier I and Tier II (Tier III, if funding available) school(s) (Appendix A) identified on the LEA grant application: (A) Turnaround Model; (B) Restart Model; (C) School Closure; (D) Transformation Model.
- X. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and/or graduation rates and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive schools improvement funds.
- Y. If an LEA implements a Restart Model in a Tier I or Tier II (Tier III, if funding available) school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
- Z. Report to the SEA the school-level data required under section III of the final requirements, including from the three previous school years to allow for the analysis of trends in the data:
- 1) Number of minutes within the school year;
  - 2) Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup;
  - 3) Dropout rate/graduation rate;
  - 4) Student attendance rate;

- 5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- 6) Discipline incidents;
- 7) Truants;
- 8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- 9) Teacher attendance rate

- AA. For each Tier I and/or Tier II (Tier III, if funding available) school identified in the LEA's application the LEA must hire at least a .5 FTE Site Administrative Manager (SAM) with a school population of 250 students or less or hire a 1.0 FTE Site Administrative Manager (SAM) with a school population over 250 students with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be responsible for administrative duties at the school not directly related to instruction.
- BB. Each principal of each Tier I and/or Tier II (Tier III, if funding available) school identified in the LEA's application must successfully complete the Minnesota Principals' Academy led by the University of Minnesota.
- CC. Establish an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application and for coordinating with the SEA.
- DD. Add at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application.
- EE. Provide at least 90 minutes each week for each teacher dedicated to professional learning communities in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application.
- FF. Provide training for new teachers that join turnaround schools after the process is underway in identified Tier I and Tier II (Tier III, if funding available) schools to be served by the application.
- GG. Grantees that commit to serve one or more Tier I or Tier II school(s) that do not receive Title I, Part A funds are to ensure that each of those schools receive all of the state and local funds it would have received in the absence of the SIG funds.
- HH. Grantees must submit all final contracts with external providers to the SEA for approval. The outside provider's work duties in the contract must be clearly defined and linked to the LEA's full and effective implementation of the model. Grantees should include in any contracts with outside providers terms or provisions that will enable the LEA to hold the provider accountable to specific, measurable and quantitative outcomes. The inclusion of a cancellation clause in the LEA contract with external providers is mandatory.
- II. Grantees cannot use SIG funds to support district-level activities for schools that are not receiving SIG funds.
- JJ. Grantees with a school implementing a school improvement timeline waiver of section 1116(b)(12) of the ESEA or Minnesota's New School Policy would begin the improvement timeline anew, beginning the first

year in which the improvement model is being implemented. For example, with respect to SIG grants made using FY 2010 funds for implementation in the 2011-2012 school year, the school would start the improvement timeline over beginning with the 2011-2012 school year.

## **AGREEMENT TO COMPLY WITH ASSURANCES FORM**

In regard to potential funding of an award, the following clauses are stated in their entirety in the application materials section titled ASSURANCES. For the purpose of this form, said clauses are referenced only by their clause number and heading hereafter in this Agreement to Comply with Assurances form. You do not need to manually sign this form.

The applicant/awardee must comply with all applicable federal, state and local laws, ordinances, rules and regulations, public policies and provisions stated therein and herein in the performance of the award should grant funds be awarded.

<b>1. SURVIVAL OF TERMS</b>	<b>10. WORKER'S COMPENSATION</b>
<b>2. USE OF FUNDS</b>	<b>11. ANTITRUST</b>
<b>3. EQUIPMENT</b>	<b>12. GOVERNING LAW, JURISDICTION AND VENUE</b>
<b>4. FINANCIAL AND ADMINISTRATIVE PROVISIONS</b>	<b>13. LOBBYING*</b>
<b>5. LIABILITY</b>	<b>14. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS*</b>
<b>6. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS</b>	<b>15. DRUG-FREE WORKPLACE (AWARDEES OTHER THAN INDIVIDUALS)*</b>
<b>7. PUBLICITY</b>	<b>16. TRANSFERABILITY</b>
<b>8. GOVERNMENT DATA PRACTICES</b>	<b>17. TIME</b>
<b>9. DATA DISCLOSURE</b>	<b>18. OTHER PROVISIONS</b>

### **Regarding clauses 13-15:**

These provisions are required when the award involves federal funds. Applicants shall refer to the regulations cited to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 34 CFR Part 84, Government-wide Requirements for Drug-Free Workplace (Grants) and 34 CFR Part 85 Government-wide Debarment and Suspension (Non-procurement) and the certifications shall be treated as a material representation of fact upon which reliance will be placed when the Minnesota Department of Education determines the award.

The title and finance code of this competitive grant opportunity is: Upon signing the application after submitting it to the State, you, the applicant, acknowledge that you have read the assurances in their entirety as stated within this application and shall comply with all the terms and conditions.

### IDENTIFICATION OF SCHOOLS TO SERVE

Using the table provided, identify the Tier I and Tier II (Tier III, if funding available) schools the LEA commits to serve. Identify the school intervention model the LEA will implement in each Tier I and Tier II (Tier III, if funding available) school it commits to serve in the table provided. Expand the table as needed.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION			
					Turnaround	Restart	Closure	Transformation

## SELECTION OF WAIVERS TO BE IMPLEMENTED

Using the table provided, indicate which of the following waivers the LEA plans to implement:

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

If the LEA does not plan to implement the selected waiver(s) in all of the indentified schools to be served by the application, list which schools will implement each waiver.

	<b>Waiver</b>
<input type="checkbox"/>	<p>“Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.</p> <p>Identify schools Implementing Waiver A (if not all to be served):</p>
<input type="checkbox"/>	<p>Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.</p> <p>Identify schools Implementing Waiver B (if not all to be served):</p>

CONSULTATION WITH STAKEHOLDERS
Please describe consultation, as appropriate, with relevant stakeholders regarding the LEA's application and implementation of intervention models in its Tier I and Tier II (Tier III, if funding available) schools.
Please enter response here.

### LEA BUDGET

LEAs must submit a budget that covers the three years of full implementation. An LEA's budget for each year may not exceed the number of Tier I and Tier II (Tier III, if funding available) schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Using the table below, provide the LEA budget indicating the amount of school improvement funds the LEA will use each year to implement the selected intervention model at Tier I and Tier II (Tier III, if funding available) including LEA-level activities to support school improvement activities.

Refer back to the application instructions section for an example of an LEA budget.

### LEA BUDGET

School Name	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 –Full Implementation			
LEA-level Activities					
Total Budget					

(school name) **School Application Section**

**Note: This section must be duplicated and completed for each eligible school applying for funds.**

**SCHOOL SELECTION OF INTERVENTION MODEL**

**One** intervention model must be chosen for the identified Tier I or Tier II (Tier III, if funding available) school. Indicate in the below table which **one** intervention model the school chooses to implement:

Select	School Intervention Model
<input type="checkbox"/>	Turnaround
<input type="checkbox"/>	Restart
<input type="checkbox"/>	School Closure
<input type="checkbox"/>	Transformation

## **SCHOOL NEEDS ASSESSMENT**

LEAs must address the following criteria with respect to analyzing the needs of the identified Tier I or Tier II (Tier III, if funding available) school as well as selecting an intervention model for the school:

- I. Incorporate multiple sources of data into the analysis of the needs of each Tier I and Tier II (Tier III, if funding available) school identified in the LEA's application. This data must include, but is not limited to:
  - Student demographics
  - Student achievement results (based on state and local accountability results)
  - Graduation rates, if applicable
  - Truancy/attendance
  - Instruction time
  - Survey results
  - Staffing needs
- II. Establish a clear relationship between the specific needs of each Tier I and Tier II (Tier III, if funding available) school identified in the LEA's application and the respective intervention chosen. Address the needs of the LEA and the school in relation to the applicable intervention model by considering factors that may include, but are not limited to, the following:
  - The leadership skills, training and experiences needed to drive school improvement efforts.
  - The optimal assignment of staff to meet student needs.
  - The required operational flexibility to recruit and retain qualified staff.
  - The adequacy of current LEA strategic planning processes to support implementation of the selected intervention model.
  - The other funding resources that must be brought into alignment with the selected intervention model.

Please enter response here. Refer back to the application instructions section for the evaluation rubric for the "School Needs Assessment." Please limit your response to approximately 3 pages.

SCHOOL CAPACITY	
The LEA must address the following factors, as applicable, with respect to demonstrating capacity to fully and effectively implement the selected intervention model in the identified Tier I or Tier II (Tier III, if funding available) school:	
Capacity Factors	Model(s)
Staff has been identified with the credentials and capability to implement the selected intervention model successfully.	All
The ability of the LEA to serve the overall number of Tier I and/or Tier II (Tier III, if funding available) schools identified on the application has been addressed.	All
A commitment to support the selected intervention model has been indicated by: The teachers' union The school board Staff Parents The charter school authorizer, if applicable	All
A detailed and realistic timeline for getting the basic elements of the selected intervention model in place by the beginning of the 2011-2012 school year has been provided.	All
A strategic planning process has already taken place that successfully supported the selection and implementation of the intervention model.	All
The history of ability to recruit new principals with the credentials and capability to implement the model has been described.	Turnaround, Transformation
The ability of the LEA to successfully align federal, state and local funding sources with grant activities and to ensure sustainability of the reform measures.	Turnaround, Restart, Transformation
Plans to and barriers from adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II (Tier III, if funding available) school to be served by the application have been outlined.	Turnaround, Restart, Transformation
A governance structure is described that includes an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and for coordinating with the OTAS.	Turnaround, Restart, Transformation
The LEA is prepared to hire at least a .5 FTE Site Administrative Manager (SAM) with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be responsible for administrative duties at the school not directly related to instruction.	Turnaround, Restart, Transformation
The LEA intends to take advantage of the provisions of Minnesota's "District-created Site-	Turnaround, Restart,

governed Schools” state statute (§123B.045) to provide additional operational flexibility to implement the selected intervention model.	Transformation
The LEA has detailed plans in place to implement a teacher evaluation system for all licensed staff that includes at least three observations per year by at least two different reviewers and that has robust measures to ensure inter-rater reliability.	Transformation
The availability of CMOs and EMOs appropriate to the needs of the school to be served that could be enlisted has been described.	Restart
Access to and geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement data are not yet available.	School Closure
<p>Please enter response here. Refer back to the application instructions section for the evaluation rubric for “School Capacity.” Please limit your overall response to approximately 4 pages.</p>	

## SCHOOL CAPACITY

Provide basic information about the proposed governance structure at the LEA in relation to this school, including:

- A brief list of duties for the SAM position to be created by the LEA that demonstrates how this individual will assume administrative duties not directly related to instruction.
- An organizational chart showing to whom the LEA Turnaround Office/Officer, the SAM, the principal and other school administrators will report.

Please enter response here. Refer back to the application instructions section for the evaluation rubric for “School Capacity.” Please limit your overall response to approximately 4 pages.

## SCHOOL EXECUTIVE SUMMARY

Describe actions the LEA has taken, or will take, to:

I. Design and implement interventions consistent with the final requirements.

The LEA must have detailed plans in place to demonstrate how the interventions will be designed well in advance of the expected implementation period. The LEA must demonstrate its commitment to design and implement interventions consistent with the final requirements by providing information about a comprehensive and timely process to design and implement the basic elements of such interventions by the beginning of the 2011-2012 school year.

Factors the LEA must use to establish a commitment to design and implement interventions consistent with the final requirements must include, but are not limited to:

- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them an opportunity to provide input.
- The LEA has staff in place with the expertise and experience to research and design the selected intervention as intended while still meeting local needs.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA has successfully completed a strategic planning process that will guide the design of interventions.
- The LEA has undergone a comprehensive diagnostic process that will inform the design and implementation of intervention strategies.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.
- The LEA, if a charter school, has demonstrated support from its authorizer to design and implement the selected intervention model.

Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Executive Summary.” Please limit your overall response to approximately 5 pages.

## SCHOOL EXECUTIVE SUMMARY

Describe actions the LEA has taken, or will take, to:

II. Recruit, screen, and select external providers, if applicable, to ensure their quality.

The LEA seeks to:

- ☐ Select an external provider from the state's Preferred Provider list (Respond below)
- ☐ Conduct a rigorous and inclusive process to select an external provider not on the state's Preferred Provider list (Respond below and in table starting page 71)
- ☐ Exclude the use of external providers in implementing the intervention model (No response needed)

**Note that this section needs to be completed by LEAs proposing to engage external providers *on or off* the state's Preferred Provider list.**

An external provider will only be effective insofar as it is closely matched with the needs and local conditions of the school(s) it serves. The SEA expects LEAs that seek to engage external providers to demonstrate in their applications that they have gone through a thoughtful and inclusive process to select the external provider.

The LEA must demonstrate its commitment to recruit, screen, and select external providers, if applicable, to ensure their quality by providing information about:

- Reasonable and timely steps it will take to recruit and screen providers to be in place by the beginning of the 2010-2011 school year that may include, but are not limited to:
  - Analyzing the LEA's operational needs.
  - Analyzing how the LEA's needs could be met by internal staff or other existing partnerships and resources.
  - Researching and prioritizing the external providers available to serve the school.
    - Consider and analyze the external provider market and the state list of Preferred Providers.
    - Contact other LEAs currently or formerly engaged with the external provider regarding their experience.
  - Engaging parents and community members to assist in the selection process.
  - Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the LEA.
  - Listing providers that have passed the screening process and may be considered for a contract.
- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II (Tier III, if funding available) schools to be served by external providers that may include, but are not limited to:
  - A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners.
  - Alignment between external provider services and existing LEA services.

- Willingness to be held accountable to high performance standards.
- Capacity to serve the identified school and its selected intervention model.

Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Executive Summary.” Please limit your overall response to approximately 5 pages.

### SCHOOL EXECUTIVE SUMMARY

Describe actions the LEA has taken, or will take, to:

II. Recruit, screen, and select external providers, if applicable, to ensure their quality.

**Note that this section only needs to be completed by schools proposing to engage external providers *not* on the state’s Preferred Provider list.**

LEAs that propose to engage external providers **not** included on the Preferred Provider list must demonstrate in their applications that the provider(s) possesses the following attributes, relative to specific service(s) proposed:

- Qualified staff
  - The applicant has senior-level administrative staff with experience in leading school improvement efforts in place and available to work directly on site with LEAs and schools in Minnesota
- Existing methods
  - The applicant has developed research based methods and procedures for conducting the proposed service(s)
- Track record
  - The applicant has a track record of success in providing the proposed service(s) to LEAs and schools in a turnaround environment

Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Executive Summary.” Please limit your overall response to approximately 5 pages.

### SCHOOL EXECUTIVE SUMMARY

Describe actions the LEA has taken, or will take, to:

#### III. Align other resources with the interventions.

While funding sources and opportunities for alignment will vary by LEA, it is critical that all relevant areas for alignment of resources are identified in the LEA application. The SEA will carefully assess the LEA’s commitment to align ALL school resources with the SIG funds by determining the extent to which it demonstrates the ability and willingness to effectively integrate various activities funded at the federal, state and local level with SIG-funded activities.

Funding sources the LEA must cite to demonstrate its commitment to align other resources to the SIG interventions include, but are not limited to: Title I; Title II, Part A; Title II, Part D; Title III, Part A; and state and local revenues as well as State Fiscal Stabilization Funds.

For “schoolwide” plans, describe how the consolidated funds such as Title I Part A, Title II Part A and other federal and state funds will be used to support the selected intervention model. If other key resources are not currently aligned with proposed SIG interventions, explain how they will be brought into alignment. The LEA must demonstrate, through various pieces of evidence, such as strategic plans, board minutes, district policies and staffing structure, that other funding sources are aligned with SIG-funded activities.

Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Executive Summary.” Please limit your overall response to approximately 5 pages.

### SCHOOL EXECUTIVE SUMMARY

Describe actions the LEA has taken, or will take, to:

IV. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

Given the extraordinary needs of students in our lowest-performing schools, it is essential to have a more flexible approach to staffing and scheduling of teachers. To succeed, the LEA must invest in teachers who can bring the proper instructional strategies and cultural competency to challenge and motivate students in turnaround schools. To succeed, turnaround schools must have flexibility to increase instructional time and the way the school day and year are organized to best meet the needs of students.

The LEA must demonstrate its commitment to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively in the identified Tier I or Tier II (Tier III, if funding available) school by providing information about the extent to which it has the ability and willingness to implement:

- Teacher hiring outside of typical seniority rules (e.g., principal-determined, mutual consent or teacher-led council input at site-governed schools).
- Stability for effective teachers working in turnaround schools (including, but not limited to protection from bumping and layoffs for at least two staffing cycles or three full school years).
- A low-stakes, low-barrier transfer process for teachers struggling to be effective in turnaround schools (e.g., move to another school at request of management/labor committee). Local LEAs can

also decide to fund “soft landing” (e.g., providing one year of severance) packages for teachers displaced during the turnaround process, if approved by the local teachers union.

- Adding at least an hour of additional instruction time per day for Tier I and Tier II (Tier III, if funding available) schools.
- Alternative or extended school-year calendars that add time beyond the additional hour of instruction time per day for Tier I and Tier II (Tier III, if funding available) schools.

**Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Executive Summary.” Please limit your overall response to approximately 5 pages.**

## SCHOOL EXECUTIVE SUMMARY

Describe actions the LEA has taken, or will take, to:

V. The LEA will demonstrate its commitment to sustaining reforms in the identified Tier I or Tier II (Tier III, if funding available) school after the funding period ends by providing information about, as applicable, the extent to which:

Criteria	Model(s)
The school staff and wider communities share reform leadership in the planning phase as well as throughout implementation.	All
There are plans in place to deal with staffing and funding changes, including transitions in leadership.	All
A strategic planning process is in place at the LEA that supports the long-term implementation of educational reforms and built in checkpoints along the way to monitor levels of implementation and progress toward outcomes.	All
The “schoolwide” Title I, Part A plan sustains critical elements of the reform. A budget analysis is planned to consolidate federal, state and local funding sources towards sustaining critical reform elements.	All
A comprehensive system of formative and summative data collection is in place to track progress and results and to drive decision making.	All
Plans are in place to sustain the intervention model when the SIG funding for external providers, including CMOs, EMOs, Minnesota Principals’ Academy and others, expires.	All
Other funding sources are under consideration to enable the school to continue offering additional instructional time or alternative/extended school-year calendars.	All
A system for measuring the fidelity of classroom-level implementation of evidence-based instructional practices is operational.	Turnaround, Restart, Transformation
Time has been reserved and protected for educators to collaborate in order to sustain initiatives.	Turnaround, Restart, Transformation
Measures, including training, are taken to ensure that new staff will understand and take part in improvement initiatives.	Turnaround, Transformation
Professional development is job-embedded to assist educators in implementing reform initiatives in their classrooms.	Turnaround, Transformation

Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Executive Summary.” Please limit your overall response to approximately 5 pages.

## SCHOOL GOALS

- I. Provide the following information for the identified Tier I or Tier II (Tier III, if funding available) school:
  - A three-year student achievement SMART goal for reading using MCA-II or III /MTAS data (as applicable)
  - A three-year student achievement SMART goal for mathematics using MCA-II or III/MTELL/MTAS data (as applicable).
  - A one-year student academic achievement SMART goal for both reading and mathematics to be used to track progress for the first year of the grant.
  - Rationale and trend data to demonstrate successful completion of the goal-setting process.
  
- II. Provide the following information **only** if the school was identified with a graduation rate below 60 percent:
  - A three-year SMART goal for graduation rates.
  - A one-year graduation rate SMART goal to be used to track progress for the first year of the grant.
  - Rationale and trend data to demonstrate successful completion of the goal-setting process.

The School Goals section does **not** have to be completed for schools implementing the **School Closure** model. Duplicate/expand templates as needed. See Definitions section for more information about SMART goals. See Appendix B for guidelines and examples of setting schoolwide SMART goals.

### Reading

School MCA-II or III/MTAS (as applicable) Reading SMART Goal

Three-Year Goal:

First-Year Goal:

Process and Rationale:

Trend Data for Reading Goal	Identify grade levels included:						District trend data for all grades		
	School trend data			District trend data					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	<b>09-10</b>
Measure of student achievement (e.g., percent proficient, index rate):									

### Mathematics

School MCA-II or III/MTELL/MTAS (as applicable) Mathematics SMART Goal

Three-Year Goal:

First-Year Goal:

Process and Rationale:

Trend Data for Reading Goal	Identify grade levels included:						District trend data for all grades		
	School trend data			District trend data					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	<b>09-10</b>
Measure of student achievement (e.g., percent proficient, index rate):									

### Graduation Rate

School Four-Year Cohort Graduation Rate SMART Goal (if applicable)

Three-Year Goal:

First-Year Goal:

Process and Rationale:

	Trend Data for Graduation Rate Goal	Identify grade levels included:					
		School trend data			District trend data		
		07-08	08-09	09-10	07-08	08-09	09-10
	Graduation rate:						

### SCHOOL WORKPLAN

I. Demonstrate that the LEA's plan is sufficient to get the basic elements of the selected intervention model in place by the 2011-2012 school year and provide a plan for the pre-implementation period by:

- Describing activities to be carried out during the pre-implementation period to prepare for full implementation of the selected intervention model.
- Creating an overall timeline of **all** major grant activities , including those carried out during the pre-implementation period, for the first year of the award period with a measurement of implementation for each.
- Providing staff assignments, activities/strategies, measurements, timelines and rationale for **all** of the elements of the selected intervention model.

Duplicate/expand templates as needed.

### SCHOOL WORKPLAN -- PRE-IMPLEMENTATION PERIOD

ACTIVITIES AND RATIONALE	TIMELINE	APPROXIMATE COST ( <i>Actual costs are to be included in the Budget Section</i> )
Please enter response here. Refer back to the pre-implementation period rubric for this part of the "School Workplan".		

**SCHOOL WORKPLAN – OVERALL TIMELINE**

<b>ACTIVITIES/STRATEGIES (Development, Pre-Implementation, Implementation, Follow-up)</b>	<b>MEASUREMENT of IMPLEMENTATION</b>	<b>TIMELINE</b>
Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Workplan.” Please limit your overall response to approximately 6 pages.		

SCHOOL WORKPLAN			
INTERVENTION MODEL COMPONENT(S)	Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Workplan.” Please limit your overall response to approximately 6 pages.		
RESPONSIBLE (District/School/OTAS)			
ACTIVITIES/STRATEGIES (Development, Pre-Implementation, Implementation, Follow-up)	MEASUREMENT	TIMELINE	
RATIONALE			

## SCHOOL WORKPLAN

### INTERVENTION MODEL COMPONENT(S)

Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Workplan.” Please limit your overall response to approximately 6 pages.

### RESPONSIBLE (District/School/OTAS)

### ACTIVITIES/STRATEGIES (Development, Implementation, Pre-Implementation, Follow-up)

### MEASUREMENT

### TIMELINE

### RATIONALE

## SCHOOL WORKPLAN

### INTERVENTION MODEL COMPONENT(S)

Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Workplan.” Please limit your overall response to approximately 6 pages.

### RESPONSIBLE (District/School/OTAS)

### ACTIVITIES/STRATEGIES (Development, Pre-Implementation, Implementation, Follow-up)

### MEASUREMENT

### TIMELINE

### RATIONALE

SCHOOL WORKPLAN			
INTERVENTION MODEL COMPONENT(S)	Please enter response here. Refer back to the application instructions section for the evaluation rubric for this part of the “School Workplan.” Please limit your overall response to approximately 6 pages.		
RESPONSIBLE (District/School/OTAS)			
ACTIVITIES/STRATEGIES (Development, Pre-Implementation, Implementation, Follow-up)	MEASUREMENT	TIMELINE	
RATIONALE			

## 473 - SCHOOL BUDGET NARRATIVE/JUSTIFICATION WORKSHEET

School Improvement Grants (SIG) American Recovery and Reinvestment Act (ARRA) and Regular  
Grant Opportunity

Note: Complete one school budget for **each** school applying for funds.

### Overview

The following Budget Narrative/Justification Worksheet must be completed as part of the application for the above named grant opportunity.

This worksheet outlines allowable budget object codes. When completing the worksheet, your budget object code allocations should align with the goals and activities identified in your application workplan and reflect necessary and reasonable costs to carry out the project. Refer to the application instructions for additional information related to the budget requirements specific to this application.

The boxes designated *Justification* will expand to allow for additional space as you provide a brief narrative on the allocation of funding for each budget object code. Please remember to use your approved restricted indirect cost rate (if indirect costs are allowed).

Your completed budget narrative/justification worksheet should only reflect the object codes under which you intend to allocate funds. Please delete unused object code rows as necessary. Note that the budget narrative/justification worksheet should include proposed expenses during the pre-implementation period. All LEA-level expenditures must be clearly indicated as such in the budget narrative tables.

While all object codes for 473 School Improvement Grant (SIG) are available, the actual use of an object code in this grant must be approved by the SEA. Provide a specific and justifiable description for each activity; consider the school's needs and how the use of these funds will support a full and effective implementation of the selected intervention model. The object codes and justifications provided below are subject to final approval by the SEA. Supplement, not supplant rules apply to the SIG.

## 100 - SALARIES AND WAGES

Please identify the applicable UFARS (line item) object code for each position funded with this opportunity and identify the amount of time you will charge to this grant for each position. The first line item provides an example. *Example: Object code: 140 Licensed Classroom Teacher FTE: .50%*

UFARS Object Code	Object Code Description and Justification Narrative – Please use additional space as necessary.	FTE	Funding Amount Per Object Code <b>Year One</b>	Funding Amount Per Object Code <b>Year Two</b>	Funding Amount Per Object Code <b>Year Three</b>
140	<b><u>Example:</u></b> <i>Licensed Classroom Teacher</i>	<i>FTE:</i> <i>.50</i>	<i>\$20,000</i>	<i>\$20,000</i>	<i>\$20,000</i>
	<i>Justification:</i> <i>Venice High School is a Title I Schoolwide program</i> <i>Funds will be used to hire an additional math teacher to teach 8<sup>th</sup> grade algebra as outlined in this plan.</i>				
110	<b><u>Example:</u></b> <i>Administration/Supervision (LEA-level expenditure)</i>	<i>FTE:</i> <i>1.0</i>	<i>\$65,000</i>	<i>\$65,000</i>	<i>\$65,000</i>
	<i>Justification:</i> <i>Venice Public School District will hire a Turnaround Officer to lead the turnaround efforts at the school and district level as well as coordinate with the SEA.</i>				
		<i>FTE:</i>			
	<i>Justification:</i>				
		<i>FTE:</i>			

	<i>Justification:</i>				
		<i>FTE:</i>			
	<i>Justification:</i>				

**200 - EMPLOYEE BENEFITS**

Identify total benefits for each position identified above (in Salaries). The first line item provides an example. *Justification example: Benefits are calculated using a rate of 10% of total salary costs of \$20,000 = \$2000*

UFARS Object Code	Object Code Description and Justification Narrative – Please use additional space as necessary.	Funding Amount Per Object Code <b>Year One</b>	Funding Amount Per Object Code <b>Year Two</b>	Funding Amount Per Object Code <b>Year Three</b>
210	<b>Example:</b> <i>FICA/Medicare</i>	\$2,000	\$2,000	\$2,000
	<i>Justification:</i> <i>Benefits are calculated using a rate of 10% of total salary costs of \$20,000 = \$2000</i>			
	<i>Justification:</i>			

	<i>Justification:</i>			
	<i>Justification:</i>			
	<i>Justification:</i>			
	<i>Justification:</i>			
	<i>Justification:</i>			

### 300 - PURCHASED SERVICES

UFARS Object Code	Object Code Description and Justification Narrative – Please use additional space as necessary.	Funding Amount Per Object Code <b>Year One</b>	Funding Amount Per Object Code <b>Year Two</b>	Funding Amount Per Object Code <b>Year Three</b>
366	<b><u>Example:</u></b> <i>Travel, Conventions And Conferences</i>	\$1,715	\$0	\$0
	<i>Justification:</i> <i>Attending the Minnesota Principals’ Academy:</i> <i>Includes Principal and (2) days for Superintendent</i> <i>Mileage - \$750</i> <i>Lodging - 490</i> <i>Meals - 475</i>			
	<i>Justification:</i>			
	<i>Justification:</i>			
	<i>Justification:</i>			

### 400 - SUPPLIES AND MATERIALS

UFARS Object Code	Object Code Description and Justification Narrative – Please use additional space as necessary.	Funding Amount Per Object Code <b>Year One</b>	Funding Amount Per Object Code <b>Year Two</b>	Funding Amount Per Object Code <b>Year Three</b>
430	<b><u>Example:</u></b> <i>Supplies And Materials – Non-Individualized Instructional</i>	\$22,000	\$22,000	\$22,000
	<i>Justification:</i> <i>Venice High School is a Title I Schoolwide program</i> <i>1. Formative Assessment : New testing materials \$20 X 600 students = \$12,000 for grades 6-8 to promote ongoing data use to support instructional decisions and intervention planning.</i> <i>2. Instructional materials for extended day academic courses funded under SIG. 10 classrooms at \$1,000 per classroom = \$10,000</i>			
	<i>Justification:</i>			
	<i>Justification:</i>			
	<i>Justification:</i>			

**LEA Application Appendix A – Schools Eligible for FY 2010 SIG Funds**

**Table 1: Tier I and Tier II Schools**

**Table 2: Tier III Schools (To be served only if funding available)**

<b>TABLE 1 – TIER I AND TIER II SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS</b>					
<b>LEA NAME</b>	<b>LEA NCES ID#</b>	<b>SCHOOL NAME</b>	<b>SCHOOL NCES ID#</b>	<b>TIER I</b>	<b>TIER II</b>
BUTTERFIELD PUBLIC SCHOOL DISTRICT	2707320	BUTTERFIELD SECONDARY	270732000305		X
FOUR DIRECTIONS CHARTER SCHOOLS	2700176	FOUR DIRECTIONS CHARTER SCHOOLS	270017603044	X	
GREENBUSH-MIDDLE RIVER PUBLIC SCHOOL DISTRICT	2700107	GREENBUSH-MIDDLE RIVER SENIOR HIGH	270010700921		X
HMONG COLLEGE PREP ACADEMY	2700342	HMONG COLLEGE PREP ACADEMY HS	270034204092		X
MINNEAPOLIS PUBLIC SCHOOL DISTRICT	2721240	CITYVIEW PAM MAGNET	272124002701	X	
MINNESOTA INTERNSHIP CENTER	2700341	ENGLISH ACADEMY CAMPUS	270034104164	X	
MINNESOTA INTERNSHIP CENTER	2700341	UNITY CAMPUS	270034104165	X	
MINNESOTA TRANSITIONS CHARTER SCHOOL	2700117	TRANSITIONS SR. HIGH	270011703263	X	
NEW SPIRIT SCHOOL	2700142	NEW SPIRIT PRIMARY SCHOOL	270014202721	X	
ST. PAUL CITY SCHOOL (formerly Riverway Charter School)	2700142 (former # 2700221)	ST. PAUL CITY PRIMARY SCHOOL (formerly Riverway Secondary)	270014202721 (former # 270022103136)		X
URBAN ACADEMY CHARTER SCHOOL	2700353	URBAN ACADEMY CHARTER SCHOOL	270035304173	X	

<b>TABLE 2 - TIER III SCHOOLS POTENTIALLY ELIGIBLE FOR FY 2010 SIG FUNDS (TO BE SERVED ONLY IF FUNDING AVAILABLE)</b>				
<b>LEA NAME</b>	<b>LEA NCES ID#</b>	<b>SCHOOL NAME</b>	<b>SCHOOL NCES ID#</b>	<b>Tier III</b>
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ALC INTERNATIONAL ACAD/LEAP	273384002455	Tier III
STONEBRIDGE COMMUNITY SCHOOL	2700289	STONEBRIDGE COMMUNITY SCHOOL	270028903731	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	GUADALUPE ALTERNATIVE PROGRAMS	273384001489	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	CITY INC. NORTH	272124001904	Tier III
EMILY O. GOODRIDGE-GREY ACCELERATED	2700306	EMILY O. GOODRIDGE-GREY ACCELERATED	270030603721	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	MPLS. EMPLOYMENT READINESS CURRIC.	272124001898	Tier III
LONG TIENG ACADEMY	2700302	LONG TIENG ACADEMY	270030203732	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	VOA SALT	272124003441	Tier III
NORTHERN LIGHTS COMMUNITY SCHOOL	2700256	NORTHERN LIGHTS COMMUNITY SCHOOL	270025603314	Tier III
RED LAKE PUBLIC SCHOOL DISTRICT	2730510	RED LAKE MIDDLE	273051002427	Tier III
DUNWOODY ACADEMY	2700305	DUNWOODY ACADEMY	270030503737	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NORTH SENIOR HIGH	272124001003	Tier III
UBAH MEDICAL ACADEMY CHARTER SCHOOL	2700363	UBAH MEDICAL ACADEMY CHARTER SCHOOL	270036304107	Tier III
VOYAGEURS EXPEDITIONARY MINNEAPOLIS PUBLIC SCHOOL DIST.	2700346	VOYAGEURS EXPEDITIONARY HIGH SCHOOL	270034604167	Tier III
	2721240	CITY INC. SOUTH	272124003440	Tier III
GENERAL JOHN VESSEY JR	2700347	GENERAL JOHN VESSEY JR	270034704094	Tier III

LEADERSHIP		LEADERSHIP		
LAKE SUPERIOR HIGH SCHOOL	2700170	LAKE SUPERIOR HIGH SCHOOL	270017003038	Tier III
PRESTIGE ACADEMY CHARTER SCHOOL	2700356	PRESTIGE ACADEMY CHARTER SCHOOL	270035604100	Tier III
COMMUNITY SCHOOL OF EXCELLENCE	2700304	COMMUNITY SCHOOL OF EXCELLENCE	270030403728	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ARLINGTON SENIOR HIGH	273384002670	Tier III
DISCOVERY PUBLIC SCHOOL FARIBAULT	2700192	DISCOVERY PUBLIC SCHOOL FARIBAULT	270019203145	Tier III
MINNESOTA TRANSITIONS CHARTER SCH	2700117	MINNESOTA TRANSITIONS MIDDLE	270011703261	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	ANISHINABE ACADEMY	272124004172	Tier III
ST. PAUL CITY SCHOOL (Formerly New Spirit School)	2700142	ST. PAUL CITY MIDDLE SCHOOL (Formerly New Spirit Middle School)	270014204150	Tier III
HMONG COLLEGE PREP ACADEMY	2700342	HMONG COLLEGE PREP MIDDLE ACADEMY	270034203700	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	ROOSEVELT SENIOR HIGH	272124001026	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WASHBURN SENIOR HIGH	272124001055	Tier III
HOPE COMMUNITY ACADEMY	2700230	HOPE COMMUNITY ACADEMY	270023003482	Tier III
NEW HEIGHTS SCHOOL, INC.	2723380	NEW HEIGHTS SCHOOL, INC.	272338000020	Tier III
FACE TO FACE ACADEMY	2700157	FACE TO FACE ACADEMY	270015702952	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	LONGFELLOW MAGNET ELEMENTARY	273384001606	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	AMERICAN INDIAN OIC	272124002862	Tier III
PRAIRIE SEEDS ACADEMY	2700240	PRAIRIE SEEDS ACADEMY	270024003340	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HARDING SENIOR HIGH	273384001585	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	MENLO PARK ACADEMY	272124001908	Tier III
MINNEAPOLIS PUBLIC SCHOOL	2721240	WINDOM SCHOOL	272124001865	Tier III

DIST.				
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NELLIE STONE JOHNSON ELEMENTARY	272124002699	Tier III
RIVERBEND ACADEMY	2700226	RIVERBEND ACADEMY	270022603471	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	PAUL & SHEILA WELLSTONE ELEMENTARY	273384002454	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	AEROSPACE AT CLEVELAND	273384001567	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	BRUCE F VENTO ELEMENTARY	273384001575	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	URBAN LEAGUE ACADEMY ELEMENTARY	272124003438	Tier III
AURORA CHARTER SCHOOL	2700220	AURORA CHARTER SCHOOL	270022003473	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	MISSISSIPPI MAGNET ELEMENTARY	273384001611	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	OLSON MIDDLE	272124002581	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	WASHINGTON TECHNOLOGY MAGNET MID.	273384001979	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HAZEL PARK MIDDLE SCHOOL ACADEMY	273384001588	Tier III
ACHIEVE LANGUAGE ACADEMY	2700118	ACHIEVE LANGUAGE ACADEMY	270011802608	Tier III
NEW MILLENNIUM ACADEMY CHARTER SCH	2700253	NEW MILLENNIUM ACADEMY CHARTER SCH	270025303311	Tier III
SOJOURNER TRUTH ACADEMY	2700159	SOJOURNER TRUTH ACADEMY	270015902954	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SULLIVAN ELEMENTARY	272124002297	Tier III
FRIENDSHIP ACDMY OF FINE ARTS CHTR.	2700190	FRIENDSHIP ACDMY OF FINE ARTS CHTR.	270019003143	Tier III
WOODSON INSTITUTE FOR EXCELLENCE CH	2700210	WOODSON INSTITUTE FOR EXCELLENCE CH	270021003271	Tier III
ACADEMIA CESAR CHAVEZ CHARTER SCH.	2700185	ACADEMIA CESAR CHAVEZ CHARTER SCH.	270018503138	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WHITTIER INTERNATIONAL	272124002700	Tier III

MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SHERIDAN ELEMENTARY	272124002178	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	HALL INTERNATIONAL	272124002580	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ROOSEVELT MAGNET ELEMENTARY	273384001624	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	BATTLE CREEK MIDDLE	273384001556	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	FOLWELL MIDDLE SCHOOL	272124000966	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	PHALEN HMONG STUDIES&CORE KNOWLEDGE	273384001619	Tier III
LAPORTE PUBLIC SCHOOL DISTRICT	2717940	LAPORTE SECONDARY	271794000826	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	AMERICAN INDIAN/MOUNDS PARK	273384002303	Tier III
LOVEWORKS ACADEMY FOR ARTS	2700273	LOVEWORKS ACADEMY FOR ARTS	270027303575	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	WEBSTER MAGNET ELEMENTARY	273384001634	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	CHEROKEE HEIGHTS MAGNET ELEMENTARY	273384001566	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LONGFELLOW ELEMENTARY	272124001863	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ST. PAUL OPEN SCHOOL	273384001629	Tier III
RED LAKE PUBLIC SCHOOL DISTRICT	2730510	RED LAKE ELEMENTARY	273051001302	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HANCOCK/HAMLIN MAGNET ELEMENTARY	273384001584	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	JEFFERSON ELEMENTARY	272124000986	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	RAMSEY FINE ARTS ELEMENTARY	272124001866	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	HENRY SENIOR HIGH	272124000977	Tier III
MINNEAPOLIS PUBLIC SCHOOL	2721240	EMERSON ELEMENTARY	272124001882	Tier III

DIST.				
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	FRANKLIN MAGNET ELEMENTARY	273384001580	Tier III
ONAMIA PUBLIC SCHOOL DISTRICT	2725050	ONAMIA SECONDARY	272505001196	Tier III
CEDAR RIVERSIDE COMMUNITY SCHOOL	2700027	CEDAR RIVERSIDE COMMUNITY SCHOOL	270002702340	Tier III
COMMUNITY OF PEACE ACADEMY	2700115	COMMUNITY OF PEACE ACADEMY	270011502605	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	JENNY LIND ELEMENTARY	272124001014	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	WORLD CULTURES MAGNET/MNDS PRK.	273384001185	Tier III
WAUBUN PUBLIC SCHOOL DISTRICT	2742120	WAUBUN ELEMENTARY	274212001755	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SANFORD MIDDLE	272124001028	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PARK VIEW MONTESSORI ELEMENTARY	272124002174	Tier III
ODYSSEY ACADEMY	2700151	ODYSSEY ACADEMY	270015102946	Tier III
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	CENTRAL MIDDLE	270951000395	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	ANWATIN MIDDLE SCHOOL	272124000937	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	COMO PARK ELEMENTARY	273384001568	Tier III
OSSEO PUBLIC SCHOOL DISTRICT	2725200	FAIR OAKS ELEMENTARY	272520001212	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	BANCROFT ELEMENTARY	272124000941	Tier III
NOBLE ACADEMY	2700295	NOBLE ACADEMY	270029503727	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HIGHWOOD HILLS ELEMENTARY	273384001593	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	NORTH END ELEMENTARY	273384001617	Tier III
CONCORDIA CREATIVE LEARNING ACADEMY	2700156	CONCORDIA CREATIVE LEARNING ACADEMY	270015602951	Tier III

BROOKLYN CENTER SCHOOL DISTRICT	2706240	EARLE BROWN ELEMENTARY	270624000274	Tier III
OSSEO PUBLIC SCHOOL DISTRICT	2725200	ZANEWOOD COMMUNITY SCHOOL	272520001224	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	BRYN MAWR ELEMENTARY	272124001878	Tier III
OSSEO PUBLIC SCHOOL DISTRICT	2725200	CREST VIEW ELEMENTARY	272520001210	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NORTHEAST MIDDLE	272124001008	Tier III
DULUTH PUBLIC SCHOOL DISTRICT	2711040	LINCOLN PARK ELEMENTARY	271104000473	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	A+ AT MONROE	273384001612	Tier III
ROCHESTER MATH & SCIENCE ACADEMY	2700247	ROCHESTER MATH & SCIENCE ACADEMY	270024703308	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NORTHROP ELEMENTARY	272124002177	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	GALTIER MAGNET ELEMENTARY	273384001582	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	BENJ. E. MAYS MAGNET/RONDO	273384001952	Tier III
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	DISCOVERY COMMUNITY ELEMENTARY	273351002287	Tier III
G.F.W.	2712580	G.F.W. MID.	271258000043	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PILLSBURY ELEMENTARY	272124002296	Tier III
CASS LAKE-BENA PUBLIC SCHOOLS	2708070	CASS LAKE-BENA MIDDLE SCHOOL	270807003181	Tier III
CAMPBELL-TINTAH PUBLIC SCHOOL DIST.	2707450	CAMPBELL-TINTAH ELEMENTARY	270745000319	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	PROSPERITY HEIGHTS ELEMENTARY	273384001620	Tier III
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	TALAHY COMMUNITY ELEMENTARY	273351002286	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	HIAWATHA ELEMENTARY	272124000978	Tier III
ROBBINSDALE PUBLIC SCHOOL	2731780	MEADOW LAKE ELEMENTARY	273178001326	Tier III

DISTRICT				
RICHFIELD PUBLIC SCHOOL DISTRICT	2731750	RICHFIELD INTERMEDIATE ELEMENTARY	273175001312	Tier III
WEST METRO EDUCATION PROGRAM	2700161	INTERDISTRICT DOWNTOWN SCHOOL	270016102968	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PRATT ELEMENTARY	272124003434	Tier III
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	EVERGREEN PARK ELEMENTARY	270318000104	Tier III
MINNESOTA TRANSITIONS CHARTER SCH	2700117	MINNESOTA TRANSITIONS CHARTER ELEM	270011702607	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LK NOKOMIS COMM-KEEWAYDIN CAMPUS	272124000988	Tier III
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	VALLEY VIEW ELEMENTARY	270951000402	Tier III
DULUTH PUBLIC SCHOOL DISTRICT	2711040	MORGAN PARK MIDDLE	271104002788	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	JACKSON MAGNET ELEMENTARY	273384001601	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	FOUR SEASONS ELEMENTARY	273384002671	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SOUTH SENIOR HIGH	272124001035	Tier III
FRIDLEY PUBLIC SCHOOL DISTRICT	2712420	FRIDLEY MIDDLE	271242000610	Tier III
YELLOW MEDICINE EAST	2700099	BERT RANEY ELEMENTARY	270009900676	Tier III
BLOOMINGTON PUBLIC SCHOOL DISTRICT	2705790	VALLEY VIEW ELEMENTARY	270579000238	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WAITE PARK ELEMENTARY	272124001054	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LYNDALE ELEMENTARY	272124000999	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	MARCY OPEN ELEMENTARY	272124002144	Tier III
ONAMIA PUBLIC SCHOOL DISTRICT	2725050	ONAMIA ELEMENTARY	272505001195	Tier III

SIBLEY EAST SCHOOL DISTRICT	2700102	SIBLEY EAST-GAYLORD ELEMENTARY	270010200624	Tier III
SWANVILLE PUBLIC SCHOOL DISTRICT	2738280	SWANVILLE ELEMENTARY	273828001670	Tier III
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	MADISON ELEMENTARY	273351001487	Tier III
MILACA PUBLIC SCHOOL DISTRICT	2720670	MILACA ELEMENTARY	272067000923	Tier III
ST. LOUIS PARK PUBLIC SCHOOL DIST.	2733780	CEDAR MANOR ELEMENTARY	273378001526	Tier III
BERTHA-HEWITT PUBLIC SCHOOL DIST.	2705430	BERTHA ELEMENTARY	270543000203	Tier III
WILLMAR PUBLIC SCHOOL DISTRICT	2742720	KENNEDY ELEMENTARY	274272002445	Tier III
ROBBINSDALE PUBLIC SCHOOL DISTRICT	2731780	LAKEVIEW ELEMENTARY	273178001323	Tier III
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	NORTH PARK ELEMENTARY	270951000400	Tier III
ROBBINSDALE PUBLIC SCHOOL DISTRICT	2731780	NORTHPORT ELEMENTARY	273178001330	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LORING ELEMENTARY	272124001920	Tier III
CROSBY-IRONTON PUBLIC SCHOOL DIST.	2709750	CUYUNA RANGE ELEMENTARY	270975000291	Tier III
FARIBAULT PUBLIC SCHOOL DISTRICT	2711760	JEFFERSON ELEMENTARY	271176000561	Tier III
WEST ST. PAUL-MENDOTA HTS.- EAGAN	2742270	MORELAND ELEMENTARY	274227001776	Tier III
INTERNATIONAL FALLS SCHOOL DISTRICT	2715000	FALLS ELEMENTARY	271500000759	Tier III
PELICAN RAPIDS PUBLIC SCHOOL DIST.	2728170	VIKING ELEMENTARY SCHOOL	272817001242	Tier III
DULUTH PUBLIC SCHOOLS ACADEMY	2700133	WASHBURN JR. ACADEMY	270013302712	Tier III
SHAKOPEE PUBLIC SCHOOL DISTRICT	2733000	PEARSON ELEMENTARY	273300001438	Tier III
MINNEAPOLIS PUBLIC SCHOOL	2721240	KENNY ELEMENTARY	272124000989	Tier III

DIST.				
ALBERT LEA PUBLIC SCHOOL DISTRICT	2702970	HALVERSON ELEMENTARY	270297000070	Tier III
DULUTH PUBLIC SCHOOL DISTRICT	2711040	GRANT MAGNET ELEMENTARY	271104000465	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	SHERIDAN ELEMENTARY	273384001626	Tier III
SEBEKA PUBLIC SCHOOL DISTRICT	2732970	SEBEKA ELEMENTARY	273297001435	Tier III
PINE RIVER-BACKUS SCHOOL DISTRICT	2728970	PINE RIVER-BACKUS ELEMENTARY	272897000039	Tier III
DULUTH PUBLIC SCHOOL DISTRICT	2711040	NETTLETON MAGNET ELEMENTARY	271104000479	Tier III
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	LINCOLN ELEMENTARY	273351001486	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	MUSEUM MAGNET/RONDO	273384001171	Tier III
EAST CENTRAL SCHOOL DISTRICT	2711085	EAST CENTRAL ELEMENTARY	271108500157	Tier III
FOLEY PUBLIC SCHOOL DISTRICT	2712240	FOLEY INTERMEDIATE ELEMENTARY	271224002270	Tier III
AUSTIN PUBLIC SCHOOL DISTRICT	2703450	SUMNER ELEMENTARY	270345000156	Tier III
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	EDWARD NEILL ELEMENTARY	270729000296	Tier III
BAGLEY PUBLIC SCHOOL DISTRICT	2703570	BAGLEY ELEMENTARY	270357000164	Tier III
MELROSE PUBLIC SCHOOL DISTRICT	2720550	MELROSE ELEMENTARY	272055000911	Tier III
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	2723850	WEBSTER ELEMENTARY	272385001179	Tier III
LEROY PUBLIC SCHOOL DISTRICT	2718060	LEROY ELEMENTARY	271806000831	Tier III
ROSEVILLE PUBLIC SCHOOL DISTRICT	2732430	CENTRAL PARK ELEMENTARY	273243001388	Tier III
SOUTH ST. PAUL PUBLIC SCHOOL DIST.	2733270	KAPOSIA EDUCATION CENTER ELEMENTARY	273327001457	Tier III

ROSEVILLE PUBLIC SCHOOL DISTRICT	2732430	EDGERTON ELEMENTARY	273243001389	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	A+ AT LINWOOD ELEMENTARY	273384002540	Tier III
SOUTH ST. PAUL PUBLIC SCHOOL DIST.	2733270	LINCOLN CENTER ELEMENTARY	273327001453	Tier III
WORTHINGTON PUBLIC SCHOOL DISTRICT	2744160	PRAIRIE ELEMENTARY	274416001836	Tier III
WINONA AREA PUBLIC SCHOOL DISTRICT	2744070	JEFFERSON ELEMENTARY	274407001822	Tier III
ALBERT LEA PUBLIC SCHOOL DISTRICT	2702970	HAWTHORNE ELEMENTARY	270297000071	Tier III
BIRD ISLAND-OLIVIA-LAKE LILLIAN	2705660	BOLD-BIRD ISLAND ELEMENTARY	270566000144	Tier III
WATERVILLE-ELYSIAN-MORRISTOWN	2700013	WATERVILLE ELEMENTARY	270001301752	Tier III
CROOKSTON PUBLIC SCHOOL DISTRICT	2709720	HIGHLAND ELEMENTARY	270972000414	Tier III
ELK RIVER PUBLIC SCHOOL DISTRICT	2711370	OTSEGO ELEMENTARY	271137002557	Tier III
LAKE SUPERIOR PUBLIC SCHOOL DIST.	2740740	WILLIAM KELLEY ELEMENTARY	274074001698	Tier III
OWATONNA PUBLIC SCHOOL DISTRICT	2728050	WILLOW CREEK INTR. ELEMENTARY	272805002279	Tier III
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	L.O. JACOB ELEMENTARY	270318000109	Tier III
SLEEPY EYE PUBLIC SCHOOL DISTRICT	2733210	SLEEPY EYE ELEMENTARY	273321001450	Tier III
ROSEMOUNT-APPLE VALLEY-EAGAN	2732390	CEDAR PARK ELEMENTARY	273239001374	Tier III
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	CROSSROADS MONTESSORI	273384002999	Tier III
ROSEVILLE PUBLIC SCHOOL DISTRICT	2732430	LITTLE CANADA ELEMENTARY	273243001394	Tier III
MENAHGA PUBLIC SCHOOL DISTRICT	2720580	MENAHGA ELEMENTARY	272058000917	Tier III
PRINCETON PUBLIC SCHOOL	2730030	NORTH ELEMENTARY	273003001271	Tier III

DISTRICT				
ROCHESTER PUBLIC SCHOOL DISTRICT	2731800	RIVERSIDE CENTRAL ELEMENTARY	273180003077	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SEWARD ELEMENTARY	272124001031	Tier III
LITCHFIELD PUBLIC SCHOOL DISTRICT	2718210	WAGNER ELEMENTARY	271821000840	Tier III
MOORHEAD PUBLIC SCHOOL DISTRICT	2721420	R. ASP ELEMENTARY	272142003509	Tier III
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	HIGHLAND ELEMENTARY	270951000398	Tier III
ROCHESTER PUBLIC SCHOOL DISTRICT	2731800	PINEWOOD ELEMENTARY	273180001009	Tier III
FOREST LAKE PUBLIC SCHOOL DISTRICT	2712270	LINWOOD EL.	271227000598	Tier III
SOUTHSIDE FAMILY CHARTER SCHOOL	2700278	SOUTHSIDE FAMILY CHARTER SCHOOL	270027803617	Tier III
LESUEUR-HENDERSON SCHOOL DISTRICT	2718070	PARK ELEMENTARY	271807000045	Tier III
RENVILLE COUNTY WEST SCHOOL DIST.	2700163	RENVILLE COUNTY WEST ELEMENTARY	270016301417	Tier III
GLENCOE-SILVER LAKE SCHOOL DISTRICT	2700128	LAKESIDE ELEMENTARY	270012801444	Tier III
MANKATO PUBLIC SCHOOL DISTRICT	2718780	KENNEDY ELEMENTARY	271878000877	Tier III
ST. CHARLES PUBLIC SCHOOL DISTRICT	2733450	ST. CHARLES ELEMENTARY	273345001475	Tier III
VERNDALE PUBLIC SCHOOL DISTRICT	2740920	VERNDALE ELEMENTARY	274092001712	Tier III
LAC QUI PARLE VALLEY SCHOOL DIST.	2700125	APPLETON ELEMENTARY	270012500129	Tier III
DULUTH PUBLIC SCHOOLS ACADEMY	2700133	RALEIGH PRIMARY/EL ACADEMY	270013303031	Tier III
MOORHEAD PUBLIC SCHOOL DISTRICT	2721420	ELLEN HOPKINS ELEMENTARY	272142003510	Tier III
LITTLE FALLS PUBLIC SCHOOL DISTRICT	2718240	LINCOLN ELEMENTARY	271824000960	Tier III

NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	2723850	OAKDALE ELEMENTARY	272385001175	Tier III
ST. PETER PUBLIC SCHOOL DISTRICT	2733870	NORTH INTERMEDIATE ELEMENTARY	273387001638	Tier III
INVER GROVE HEIGHTS SCHOOLS	2715030	HILLTOP ELEMENTARY	271503000763	Tier III
BUFFALO LAKE-HECTOR SCHOOL DISTRICT	2700023	BUFFALO LAKE-HECTOR ELEMENTARY	270002300288	Tier III
AUSTIN PUBLIC SCHOOL DISTRICT	2703450	SOUTHGATE ELEMENTARY	270345002230	Tier III
BLOOMING PRAIRIE PUBLIC SCHOOL DIST	2705760	BLOOMING PRAIRIE ELEMENTARY	270576000214	Tier III
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	ALICE SMITH ELEMENTARY	271426001886	Tier III
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	HIDDEN VALLEY ELEMENTARY	270729002233	Tier III
OWATONNA PUBLIC SCHOOL DISTRICT	2728050	MCKINLEY ELEMENTARY	272805001226	Tier III
LECENTER PUBLIC SCHOOL DISTRICT	2718030	LECENTER ELEMENTARY	271803000829	Tier III
RED WING PUBLIC SCHOOL DISTRICT	2730480	BURNSIDE ELEMENTARY.	273048001292	Tier III
CHATFIELD PUBLIC SCHOOLS	2708220	CHOSEN VALLEY ELEMENTARY	270822000349	Tier III
BARNUM PUBLIC SCHOOL DISTRICT	2703690	BARNUM ELEMENTARY	270369000171	Tier III
CARLTON PUBLIC SCHOOL DISTRICT	2707590	SOUTH TERRACE ELEMENTARY	270759000328	Tier III
FRIDLEY PUBLIC SCHOOL DISTRICT	2712420	STEVENSON ELEMENTARY	271242000614	Tier III
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	EISENHOWER ELEMENTARY	271426002206	Tier III
BRECKENRIDGE PUBLIC SCHOOL DISTRICT	2706150	BRECKENRIDGE ELEMENTARY	270615000266	Tier III
BLOOMINGTON PUBLIC SCHOOL DISTRICT	2705790	WASHBURN ELEMENTARY	270579000640	Tier III
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	SKY OAKS ELEMENTARY	270729000302	Tier III

MOUNDS VIEW PUBLIC SCHOOL DISTRICT	2722950	VALENTINE HILLS EL.	272295001130	Tier III
SHAKOPEE PUBLIC SCHOOL DISTRICT	2733000	SWEENEY ELEMENTARY	273300001441	Tier III
THIEF RIVER FALLS SCHOOL DISTRICT	2738850	CHALLENGER ELEMENTARY	273885002451	Tier III
ROCORI PUBLIC SCHOOL DISTRICT	2709440	COLD SPRING ELEMENTARY	270944000385	Tier III
HENNING PUBLIC SCHOOL DISTRICT	2713860	HENNING ELEMENTARY	271386000711	Tier III
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	VISTA VIEW ELEMENTARY	270729000303	Tier III
STILLWATER AREA PUBLIC SCHOOL DIST.	2738190	OAK PARK ELEMENTARY	273819001659	Tier III
BLUE EARTH AREA PUBLIC SCHOOL	2700130	BLUE EARTH ELEMENTARY	270013000241	Tier III
LITTLE FALLS PUBLIC SCHOOL DISTRICT	2718240	LINDBERGH ELEMENTARY	271824000961	Tier III
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	OXBOW CREEK ELEMENTARY	270318002193	Tier III
MOOSE LAKE PUBLIC SCHOOL DISTRICT	2721450	MOOSE LAKE ELEMENTARY	272145001093	Tier III
MINNEWASKA SCHOOL DISTRICT	2700019	MINNEWASKA AREA MIDDLE	270001903535	Tier III
NORWOOD PUBLIC SCHOOL DISTRICT	2723910	CENTRAL ELEMENTARY	272391001187	Tier III
FOREST LAKE PUBLIC SCHOOL DISTRICT	2712270	FOREST VIEW EL.	271227000596	Tier III
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	MONROE ELEMENTARY	270318000116	Tier III
FERTILE-BELTRAMI SCHOOL DISTRICT	2711910	FERTILE-BELTRAMI ELEMENTARY	271191000582	Tier III
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	GATEWOOD ELEMENTARY	271426001880	Tier III
MARSHALL PUBLIC SCHOOL DISTRICT	2718940	WEST SIDE ELEMENTARY	271894000894	Tier III
EASTERN CARVER COUNTY PUBLIC SCHOOL	2708190	CHASKA ELEMENTARY	270819000344	Tier III

HOPKINS PUBLIC SCHOOL DISTRICT	2714260	L.H. TANGLEN ELEMENTARY	271426001887	Tier III
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	2723850	CARVER ELEMENTARY	272385001166	Tier III
LAKEVILLE PUBLIC SCHOOL DISTRICT	2717780	CRYSTAL LAKE ELEMENTARY	271778002207	Tier III
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	2722950	BEL AIR ELEMENTARY	272295001114	Tier III
NORTHFIELD PUBLIC SCHOOL DISTRICT	2723880	GREENVALE PARK ELEMENTARY	272388001180	Tier III
CENTENNIAL PUBLIC SCHOOL DISTRICT	2708100	GOLDEN LAKE ELEMENTARY	270810000336	Tier III
LAKE CRYSTAL-WELLCOME MEMORIAL	2791445	LK CRYSTAL WELCOME MEMORIAL EL.	279144502308	Tier III
CLOQUET PUBLIC SCHOOL DISTRICT	2709420	CHURCHILL ELEMENTARY	270942000380	Tier III
LAKE SUPERIOR PUBLIC SCHOOL DIST.	2740740	MINNEHAHA ELEMENTARY	274074001699	Tier III
ROSEMOUNT-APPLE VALLEY-EAGAN	2732390	DEERWOOD ELEMENTARY	273239000511	Tier III
MAPLE LAKE PUBLIC SCHOOL DISTRICT	2718810	MAPLE LAKE ELEMENTARY	271881000885	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	URBAN LEAGUE ACADEMY HIGH	272124001900	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PLYMOUTH YOUTH CENTER	272124001901	Tier III
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	CENTER SCHOOL	272124001903	Tier III
PILLAGER AREA CHARTER SCHOOL	2700191	PILLAGER AREA CHARTER SCHOOL	270019103144	Tier III
MINNESOTA INTERNSHIP CENTER	2700341	UTEC CAMPUS	270034103568	Tier III
LIGHTHOUSE ACADEMY OF NATIONS	2700245	LIGHTHOUSE ACADEMY OF NATIONS	270024503573	Tier III

## LEA Application Appendix B – Schoolwide SMART Goals Guidelines and Examples

### Schoolwide SMART Goals Overview

#### Why set a goal?

- To identify the desired increase in student achievement.
- To focus school and district improvement activities.
  - Educational Improvement Plan.
  - Staff Development Plan.
- To determine performance pay.

#### Why set a SMART goal?/Why use a SMART goal process?

- Provides clarity and direction.
- Promotes whole-school ownership.
- Drives collective actions.

#### What is a SMART goal?

- **S: Specific & Strategic**
  - Identifies sufficient detail to know exactly *who* and *what* regarding student achievement.
  - Reflects a long-term goal
  - Reflects student achievement trends
  - Aligns with other initiatives.
- **M: Measurable**
  - Identifies the starting value from the previous year's data.
  - Identifies the final value to be achieved.
- **A: Attainable**
  - Sets a final value that is reachable within the time frame.
  - Stretches the previous achievement level.
- **R: Results-based**
  - Identifies assessment (may need to be standardized).
  - Includes all students assessed in the group.
  - Uses an appropriate measure for the assessment.
- **T: Time-bound**
  - Identifies the specific period of time.

## **A Process for Setting a Schoolwide SMART Goal**

**Step 1:** Review district goal including supporting district and state data as well as district educational improvement plan (EIP) and other plans (e.g., Title I, staff development).

**Step 2:** Review schoolwide MCA-II or III/MTELL/MTAS (as applicable) results for *All Students* in mathematics, reading and science as well as other schoolwide standardized academic achievement tests.

- Gather, organize and review trend data (including school, district, and state data as appropriate).

**Step 3:** Determine the academic achievement test to be used and content area focus of goal (mathematics, reading or science is encouraged).

**Step 4:** Select a measure of student achievement defined by the standardized assessment.

Examples of a measure of student achievement for frequently used standardized assessments are, but not limited to, the following:

- MCA-II or III (as applicable):
  - Percentage of students proficient.
  - Percentage of students at each achievement level.
  - Percentage of students maintaining or earning a higher achievement level.
  - Percentage of students achieving or exceeding an identified individual progress score change (limited to grades 4-8).
- NWEA:
  - Percentage of students achieving or exceeding individual Rausch unIT (RIT) score growth target.
  - Percentage of students at or above specified RIT score.
  - Percentage of students at or above specified national percentile rank.

**Step 5:** Identify the amount of reasonable increase within the academic year. Focus on an increase that is attainable, yet rigorous; this is the art of setting SMART goals.

**Step 6:** Write a schoolwide SMART goal from information gathered in Steps 1-5.

**Step 7:** Revisit the focus of district and school plans to assure teacher and student needs are addressed.

## Examples of Schoolwide SMART Goals

### General Examples of Schoolwide Goals at Different Grade Levels

#### **Example 1:**

The percentage of all students in grades 3-5 at XYZ Academy who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA-II will increase from 80.1% in 2007 to 83% in 2008.

*Rationale for goal increase:* Mathematics content was chosen because the district goal is focused on improving mathematics. In the next two years, the school wanted to close the gap between their school's percent of students proficient and the district's percent of students proficient as identified in their 2007 MCA-II data. The school has 80.1% of all students proficient while district has 86% of all elementary students proficient.

#### **Example 2:**

The percentage of all students in grades 6-8 at XYZ Middle School who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA-II will increase from 52.2% in 2007 to 58% in 2008.

*Rationale for goal increase:* Mathematics content was chosen because the district goal is focused on improving mathematics. The school did not make AYP in 2007 in mathematics. In the next two years, the school wants to increase the number of students who score in the Meets the Standards or Exceeds the Standards achievement levels on the Mathematics MCA-II to be at 65% to ensure the school makes AYP.

#### **Example 3:**

The percentage of all students in grade 11 at XYZ High School who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA-II will increase from 28.0% in 2007 to 35% in 2008.

*Rationale for goal and increase:* Mathematics content was chosen because the district goal is focused on improving mathematics. The enrollment in Algebra II has increased by 25% over the past two years. This is a one-fourth increase in the number of students having an opportunity to learn all of the Minnesota Academic Standards in Mathematics. This should be reflected in the percentage of students proficient on the test:  $\frac{1}{4}$  of 28% is 7%.

## Examples of Schoolwide SMART Goals

Alternative Examples of Schoolwide Goals at Different Grade Levels
<p><b>Example with increased rigor:</b></p> <p>The percentage of all students in grades 3-5 at XYZ Academy who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA-II will increase from 80.1% in 2007 to 83% in 2008, <b>and the percent of all students in grades 4 and 5 who tested in 2007 on the Mathematics MCA-II earning the same or a higher achievement level will increase from 49.0% in 2007 to 60% in 2008.</b></p> <p><i>Rationale for addition to goal statement:</i> Even though a large percent of students are proficient, data for 2007 Mathematics MCA-II showed only 49% of grade 4 and 5 students earned the same or higher achievement level from 2006 to 2007. The distribution of scale scores showed large numbers of students at or just above the cut points for each achievement level. The school wants to stretch themselves to make sure students are not sliding backward on their achievement the following year.</p>
<p><b>Example using AYP Index Rate:</b></p> <p>The <b>AYP Mathematics index rate</b> for <i>All students</i> in grades 6-8 at XYZ Middle School will increase from <b>52.23 in 2007 to 60.00 in 2008, as measured by the Mathematics MCA-II.</b></p> <p><i>Rationale for goal increase:</i> Mathematics content was chosen because the district goal is focused on improving mathematics. The school did not make AYP in 2007 in mathematics. In the next two years, the school wants to increase their AYP index rate to be equal to the AYP index target. The school estimated the index target to be 69.46 for 2009.</p>
<p><b>Example using an alternative standardized assessment:</b></p> <p>The percentage of all students in grade 10 at XYZ High School who are on track to be college ready for mathematics as measured by <b>ACT's PLAN</b> will increase from 15.2% in 2007 to 30% in 2008.</p> <p><i>Rationale for goal and increase:</i> Mathematics content was chosen because the district goal is focused on improving mathematics. The district Educational Improvement Plan is also focused on eliminating high school mathematics tracking in order to prepare students to meet the high school graduation requirements for mathematics. The participation of grade 9 and 10 students in Geometry and Algebra II has doubled in the past year. This increase in enrollment is expected to double the percent of students who are college ready in mathematics on the PLAN.</p>

## Districtwide/Schoolwide SMART Goal Checklist

Some goals need to align with the district Educational Improvement Plan and Staff Development Plan.

**S**

**Specific**

States goal as positive statement linked to student achievement.

Identifies district/school that will achieve goal.

Identifies grades to be measured at school.

Identifies specific content area to be measured and improved.

Identifies the student population to be measured.

(e.g., all students, all students enrolled by October 1)

**Strategic**

The increase reflects a long-term goal or aligns with another initiative.

**M**

**Measurable**

Identifies the starting value from the previous year's data associated with the assessment (It may need to be standardized.).

Identifies the final value so the amount of increase to be achieved is clear.

**A**

**Attainable (yet rigorous)**

Sets a final value that is reachable within the time frame.

Stretches a previous achievement level with a reasonable/logical increase given the starting point.

**R**

**Results-based**

Identifies the assessment (It may need to be standardized.).

Includes all students for the academic year in the grades for which the assessment is administered.

Identifies a measure of student achievement as defined by the assessment (e.g., proficiency on the MCA-II, RIT score growth target on the NWEA).

**T**

**Time-bound**

Identifies the time when goal attainment will be measured.

**Supporting Data – this information can be obtained from the district's needs assessment or other sources**

**Supporting Data** (recorded to at least one decimal place)

Provides at least one year of student achievement data (need three years to show a trend).

Identifies, in achievement data, the number of students assessed.

## LEA Application Appendix C – Claim of Lack of Capacity (Supplemental Document)

The SEA is required to ensure that each identified Tier I school in the State is funded by the SIG unless the LEA demonstrates a lack of capacity to serve such schools (I.A4b). The LEA must complete this section **if** the LEA lacks the capacity to fully and effectively implement one of the intervention models and other grant requirements in **each** of its identified Tier I schools. Please complete the Claim of Lack of Capacity form if applicable, and upload it as a separate supplementary document.

Address **all** of the following Capacity Factors when making a claim of lack of capacity. Using the Capacity Factors as a guide, give a specific and detailed explanation as to why the identified Tier I school(s) cannot be served due to lack of LEA capacity. The SEA reserves the right to evaluate all claims of lack of capacity and to request additional clarifications from LEAs related to the Capacity Factors.

Capacity Factors	Model(s)
Staff has been identified with the credentials and capability to implement the selected intervention model successfully.	All
The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed.	All
A commitment to support the selected intervention model has been indicated by: <ul style="list-style-type: none"> <li>• The teachers' union</li> <li>• The school board</li> <li>• Staff</li> <li>• Parents</li> <li>• The charter school authorizer, if applicable</li> </ul>	All
A detailed and realistic timeline for getting the basic elements of the selected intervention model in place by the beginning of the 2011-2012 school year has been provided.	All
A strategic planning process has already taken place that successfully supported the selection and implementation of the intervention model.	All
The history of ability to recruit new principals with the credentials and capability to implement the model has been described.	Turnaround, Transformation
The ability of the LEA to successfully align federal, state and local funding sources with grant activities and to ensure sustainability of the reform measures.	Turnaround, Restart, Transformation
Plans to and barriers from adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II school to be served by the application have been outlined.	Turnaround, Restart, Transformation
A governance structure is described that includes an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and for coordinating with the OTAS.	Turnaround, Restart, Transformation
The LEA must hire at least a .5 FTE Site Administrative Manager (SAM) with a school population of 250 students or less or hire a 1.0 FTE Site Administrative Manager (SAM)	Turnaround, Restart, Transformation

with a school population over 250 students with the skills and experience to work with diverse and/or challenging student populations at each identified school to be served on its application. The SAM will be responsible for administrative duties at the school not directly related to instruction.	
The LEA intends to take advantage of the provisions of Minnesota’s “District-created Site-governed Schools” state statute (§123B.045) to provide additional operational flexibility to implement the selected intervention model.	Turnaround, Restart, Transformation
The LEA has detailed plans in place to implement a teacher evaluation system for all licensed staff that includes at least three observations per year by at least two different reviewers and that has robust measures to ensure inter-rater reliability.	Transformation
The availability of CMOs and EMOs appropriate to the needs of the school to be served that could be enlisted has been described.	Restart
Access to and geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement data are not yet available.	School Closure

### **CLAIM OF LACK OF CAPACITY**

List the identified Tier I school(s) the LEA lacks the capacity to serve with the SIG, and address **all** of the above Capacity Factors to provide a specific and detailed explanation as to why the identified Tier I school(s) cannot be served due to limited LEA capacity.

List the identified Tier I school(s) the LEA lacks capacity to serve:\_\_\_\_\_

Provide a specific and detailed explanation as to why the LEA lacks capacity to serve the identified Tier I school(s) listed above by addressing **all** of the Capacity Factors for **each** such school:

**Please enter response here. Refer back to the “Claim of Lack of Capacity” portion of the application instructions section for more details before creating response.**

## LEA Application Appendix D – Charter School Authorizer Statement of Support (Supplemental Document)

The authorizer of a charter school LEA must provide a statement of support as part of the LEA’s application for funds under this grant opportunity.

<b><u>Charter School Authorizer Statement of Support</u></b>
<p>Provide a statement of support for the charter school LEA’s application for funds under this grant opportunity. The statement of support must: 1) discuss support for the specific intervention model proposed; 2) describe how the authorizer will partner in the charter school’s turnaround efforts; and 3) describe how the authorizer will monitor the charter school LEA’s performance under this project.</p>
<p><b>Name of authorizing organization:</b></p> <p><b>Name, title and contact information of the organization’s authorizer liaison:</b></p> <p>Please enter response here.</p>

**TIPS:**

- Start early to ensure that your complete and signed application is received by the due date and time
- Keep all instructions as a reference
- Follow ALL directives
- Be sure to merge any supplemental attachments into one (1) single document (Word or PDF)
- For more information, visit our Website at  
[http://education.state.mn.us/MDE/Accountability\\_Programs/Prog\\_Account\\_Improve/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Prog_Account_Improve/index.html)

If you need additional assistance in applying for the grant opportunity in our system, please contact Program Accountability and Improvement at: [mde.pai@state.mn.us](mailto:mde.pai@state.mn.us).

**LEA Application Appendix E – Preferred External Provider List**

**UNDER DEVELOPMENT**

**APPENDIX A - SCHOOLS ELIGIBLE FOR FY 2009 & 2010 SIG FUNDS**

District Name	District NCES ID	School Name	School NCES ID	School Tier #	*Grad Rate	Newly Eligible
FOUR DIRECTIONS CHARTER SCHOOLS	2700176	FOUR DIRECTIONS CHARTER SCHOOLS	270017603044	Tier I		No
HIGH SCHOOL FOR RECORDING ARTS	2700160	HIGH SCHOOL FOR RECORDING ARTS (low-performing status waived per Guidance A.17 June 2010, school removed from list)	270016002955	Tier I		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	BETHUNE ELEMENTARY	272124000943	Tier I		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	BROADWAY ARTS & TECHNOLOGY	272124003106	Tier I		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	CITYVIEW PAM MAGNET	272124002701	Tier I		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	EDISON SENIOR HIGH	272124000958	Tier I		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	HMONG INTERNATIONAL ACADEMY	272124004239	Tier I		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LUCY LANEY @ CLEVELAND PARK ELEM.	272124002476	Tier I		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WELLSTONE INTERNATIONAL HIGH	272124003107	Tier I	Yes	No
MINNESOTA INTERNSHIP CENTER	2700341	ENGLISH ACADEMY CAMPUS	270034104164	Tier I		No
MINNESOTA INTERNSHIP CENTER	2700341	UNITY CAMPUS	270034104165	Tier I	Yes	No
MINNESOTA TRANSITIONS CHARTER SCH	2700117	TRANSITIONS SR. HIGH	270011703263	Tier I		No
NEW VISIONS CHARTER SCHOOL	2700096	NEW VISIONS CHARTER SCHOOL	270009601892	Tier I		No
RED LAKE PUBLIC SCHOOL DISTRICT	2730510	PONEMAH ELEMENTARY	273051001301	Tier I		No
RED LAKE PUBLIC SCHOOL DISTRICT	2730510	RED LAKE SENIOR HIGH	273051001303	Tier I	Yes	No
ROCHESTER OFF-CAMPUS CHARTER HIGH	2700180	ROCHESTER OFF-CAMPUS CHARTER HIGH (low-performing status waived per Guidance A.17 June 2010, school removed from list)	270018003048	Tier I		No
ST. PAUL CITY SCHOOL (formerly New Spirit School)	2700142	ST. PAUL CITY PRIMARY SCHOOL (formerly New Spirit Primary School)	270014202721	Tier I		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HUMBOLDT SENIOR HIGH	273384001598	Tier I		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	MAXFIELD MAGNET ELEMENTARY	273384001609	Tier I		No
URBAN ACADEMY CHARTER SCHOOL	2700353	URBAN ACADEMY CHARTER SCHOOL	270035304173	Tier I		No
WORTHINGTON AREA LANGUAGE ACADEMY	2700239	WORTHINGTON AREA LANGUAGE ACADEMY (school closed and removed from list)	270023903339	Tier I		No
BRAHAM PUBLIC SCHOOL DIST.	2706060	BRAHAM AREA SECONDARY	270606000247	Tier II		No
BROOKLYN CENTER PUBLIC SCHOOL DIST.	2706240	BROOKLYN CENTER SECONDARY	270624000273	Tier II		No
BUTTERFIELD PUBLIC SCHOOL DIST.	2707320	BUTTERFIELD SECONDARY	270732000305	Tier II		No
CASS LAKE PUBLIC SCHOOL DIST.	2708070	CASS LAKE-BENA SECONDARY	270807000331	Tier II		No
EAST CENTRAL PUBLIC SCHOOL DIST.	2711085	EAST CENTRAL SENIOR SECONDARY	271108500189	Tier II		No
GREENBUSH -MIDDLE RIV. PUBLIC SCHOOL DIST.	2700107	GREENBUSH-MIDDLE RIVER SENIOR HIGH	270010700921	Tier II		No
HMONG COLLEGE PREP ACADEMY	2700342	HMONG COLLEGE PREP ACADEMY HS	270034204092	Tier II		No
ISLE PUBLIC SCHOOL DIST.	2715510	ISLE SECONDARY	271551000770	Tier II		No
NORTH VIEW IB WORLD SCHOOL	2725200	NORTH VIEW IB WORLD SCHOOL	272520001214	Tier II		No
OGILVIE PUBLIC SCHOOL DIST.	2723970	OGILVIE SECONDARY	272397001189	Tier II		No
RIVERWAY CHARTER SCHOOL	2700221	RIVERWAY SECONDARY	270022103136	Tier II		No
ST. LOUIS COUNTY PUBLIC SCHOOL DISTRICT	2700008	ORR SECONDARY (school closed and removed from list)	270000801523	Tier II		No

WAUBUN PUBLIC SCHOOL DIST.	2742120	WAUBUN SECONDARY	274212001756	Tier II		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ALC INTERNATIONAL ACAD/LEAP	273384002455	Tier III		No
STONEBRIDGE COMMUNITY SCHOOL	2700289	STONEBRIDGE COMMUNITY SCHOOL	270028903731	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	GUADALUPE ALTERNATIVE PROGRAMS	273384001489	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	CITY INC. NORTH	272124001904	Tier III		No
EMILY O. GOODRIDGE-GREY ACCELERATED	2700306	EMILY O. GOODRIDGE-GREY ACCELERATED	270030603721	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	MPLS. EMPLOYMENT READINESS CURRIC.	272124001898	Tier III		No
LONG TIENG ACADEMY	2700302	LONG TIENG ACADEMY	270030203732	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	VOA SALT	272124003441	Tier III		No
NORTHERN LIGHTS COMMUNITY SCHOOL	2700256	NORTHERN LIGHTS COMMUNITY SCHOOL	270025603314	Tier III		No
RED LAKE PUBLIC SCHOOL DISTRICT	2730510	RED LAKE MIDDLE	273051002427	Tier III		No
DUNWOODY ACADEMY	2700305	DUNWOODY ACADEMY	270030503737	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NORTH SENIOR HIGH	272124001003	Tier III		No
UBAH MEDICAL ACADEMY CHARTER SCHOOL	2700363	UBAH MEDICAL ACADEMY CHARTER SCHOOL	270036304107	Tier III		No
VOYAGEURS EXPEDITIONARY	2700346	VOYAGEURS EXPEDITIONARY HIGH SCHOOL	270034604167	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	CITY INC. SOUTH	272124003440	Tier III		No
GENERAL JOHN VESSEY JR LEADERSHIP	2700347	GENERAL JOHN VESSEY JR LEADERSHIP	270034704094	Tier III		No
LAKE SUPERIOR HIGH SCHOOL	2700170	LAKE SUPERIOR HIGH SCHOOL	270017003038	Tier III		No
PRESTIGE ACADEMY CHARTER SCHOOL	2700356	PRESTIGE ACADEMY CHARTER SCHOOL	270035604100	Tier III		No
COMMUNITY SCHOOL OF EXCELLENCE	2700304	COMMUNITY SCHOOL OF EXCELLENCE	270030403728	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ARLINGTON SENIOR HIGH	273384002670	Tier III		No
DISCOVERY PUBLIC SCHOOL FARIBAULT	2700192	DISCOVERY PUBLIC SCHOOL FARIBAULT	270019203145	Tier III		No
MINNESOTA TRANSITIONS CHARTER SCH	2700117	MINNESOTA TRANSITIONS MIDDLE	270011703261	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	ANISHINABE ACADEMY	272124004172	Tier III		No
NEW SPIRIT SCHOOL	2700142		270014204150	Tier III		No
HMONG COLLEGE PREP ACADEMY	2700342	HMONG COLLEGE PREP MIDDLE ACADEMY	270034203700	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	ROOSEVELT SENIOR HIGH	272124001026	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WASHBURN SENIOR HIGH	272124001055	Tier III		No
HOPE COMMUNITY ACADEMY	2700230	HOPE COMMUNITY ACADEMY	270023003482	Tier III		No
NEW HEIGHTS SCHOOL, INC.	2723380	NEW HEIGHTS SCHOOL, INC.	272338000020	Tier III		No
FACE TO FACE ACADEMY	2700157	FACE TO FACE ACADEMY	270015702952	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	LONGFELLOW MAGNET ELEMENTARY	273384001606	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	AMERICAN INDIAN OIC	272124002862	Tier III		No
PRAIRIE SEEDS ACADEMY	2700240	PRAIRIE SEEDS ACADEMY	270024003340	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HARDING SENIOR HIGH	273384001585	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	MENLO PARK ACADEMY	272124001908	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WINDOM SCHOOL	272124001865	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NELLIE STONE JOHNSON ELEMENTARY	272124002699	Tier III		No
RIVERBEND ACADEMY	2700226	RIVERBEND ACADEMY	270022603471	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	PAUL & SHEILA WELLSTONE ELEMENTARY	273384002454	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	AEROSPACE AT CLEVELAND	273384001567	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	BRUCE F VENTO ELEMENTARY	273384001575	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	URBAN LEAGUE ACADEMY ELEMENTARY	272124003438	Tier III		No
AURORA CHARTER SCHOOL	2700220	AURORA CHARTER SCHOOL	270022003473	Tier III		No

ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	MISSISSIPPI MAGNET ELEMENTARY	273384001611	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	OLSON MIDDLE	272124002581	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	WASHINGTON TECHNOLOGY MAGNET MID.	273384001979	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HAZEL PARK MIDDLE SCHOOL ACADEMY	273384001588	Tier III		No
ACHIEVE LANGUAGE ACADEMY	2700118	ACHIEVE LANGUAGE ACADEMY	270011802608	Tier III		No
NEW MILLENNIUM ACADEMY CHARTER SCH	2700253	NEW MILLENIUM ACADEMY CHARTER SCH	270025303311	Tier III		No
SOJOURNER TRUTH ACADEMY	2700159	SOJOURNER TRUTH ACADEMY	270015902954	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SULLIVAN ELEMENTARY	272124002297	Tier III		No
FRIENDSHIP ACDMY OF FINE ARTS CHTR.	2700190	FRIENDSHIP ACDMY OF FINE ARTS CHTR.	270019003143	Tier III		No
WOODSON INSTITUTE FOR EXCELLENCE CH	2700210	WOODSON INSTITUTE FOR EXCELLENCE CH	270021003271	Tier III		No
ACADEMIA CESAR CHAVEZ CHARTER SCH.	2700185	ACADEMIA CESAR CHAVEZ CHARTER SCH.	270018503138	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WHITTIER INTERNATIONAL	272124002700	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SHERIDAN ELEMENTARY	272124002178	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	HALL INTERNATIONAL	272124002580	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ROOSEVELT MAGNET ELEMENTARY	273384001624	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	BATTLE CREEK MIDDLE	273384001556	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	FOLWELL MIDDLE SCHOOL	272124000966	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	PHALEN HMONG STUDIES&CORE KNOWLEDGE	273384001619	Tier III		No
LAPORTE PUBLIC SCHOOL DISTRICT	2717940	LAPORTE SECONDARY	271794000826	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	AMERICAN INDIAN/MOUNDS PARK	273384002303	Tier III		No
LOVEWORKS ACADEMY FOR ARTS	2700273	LOVEWORKS ACADEMY FOR ARTS	270027303575	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	WEBSTER MAGNET ELEMENTARY	273384001634	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	CHEROKEE HEIGHTS MAGNET ELEMENTARY	273384001566	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LONGFELLOW ELEMENTARY	272124001863	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ST. PAUL OPEN SCHOOL	273384001629	Tier III		No
RED LAKE PUBLIC SCHOOL DISTRICT	2730510	RED LAKE ELEMENTARY	273051001302	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HANCOCK/HAMLIN MAGNET ELEMENTARY	273384001584	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	JEFFERSON ELEMENTARY	272124000986	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	RAMSEY FINE ARTS ELEMENTARY	272124001866	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	HENRY SENIOR HIGH	272124000977	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	EMERSON ELEMENTARY	272124001882	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	FRANKLIN MAGNET ELEMENTARY	273384001580	Tier III		No
ONAMIA PUBLIC SCHOOL DISTRICT	2725050	ONAMIA SECONDARY	272505001196	Tier III		No
CEDAR RIVERSIDE COMMUNITY SCHOOL	2700027	CEDAR RIVERSIDE COMMUNITY SCHOOL	270002702340	Tier III		No
COMMUNITY OF PEACE ACADEMY	2700115	COMMUNITY OF PEACE ACADEMY	270011502605	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	JENNY LIND ELEMENTARY	272124001014	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	WORLD CULTURES MAGNET/MNDS PRK.	273384001185	Tier III		No
WAUBUN PUBLIC SCHOOL DISTRICT	2742120	WAUBUN ELEMENTARY	274212001755	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SANFORD MIDDLE	272124001028	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PARK VIEW MONTESSORI ELEMENTARY	272124002174	Tier III		No
ODYSSEY ACADEMY	2700151	ODYSSEY ACADEMY	270015102946	Tier III		No
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	CENTRAL MIDDLE	270951000395	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	ANWATIN MIDDLE SCHOOL	272124000937	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	COMO PARK ELEMENTARY	273384001568	Tier III		No

OSSEO PUBLIC SCHOOL DISTRICT	2725200	FAIR OAKS ELEMENTARY	272520001212	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	BANCROFT ELEMENTARY	272124000941	Tier III		No
NOBLE ACADEMY	2700295	NOBLE ACADEMY	270029503727	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HIGHWOOD HILLS ELEMENTARY	273384001593	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	NORTH END ELEMENTARY	273384001617	Tier III		No
CONCORDIA CREATIVE LEARNING ACADEMY	2700156	CONCORDIA CREATIVE LEARNING ACADEMY	270015602951	Tier III		No
BROOKLYN CENTER SCHOOL DISTRICT	2706240	EARLE BROWN ELEMENTARY	270624000274	Tier III		No
OSSEO PUBLIC SCHOOL DISTRICT	2725200	ZANEWOOD COMMUNITY SCHOOL	272520001224	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	BRYN MAWR ELEMENTARY	272124001878	Tier III		No
OSSEO PUBLIC SCHOOL DISTRICT	2725200	CREST VIEW ELEMENTARY	272520001210	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NORTHEAST MIDDLE	272124001008	Tier III		No
DULUTH PUBLIC SCHOOL DISTRICT	2711040	LINCOLN PARK ELEMENTARY	271104000473	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	A+ AT MONROE	273384001612	Tier III		No
ROCHESTER MATH & SCIENCE ACADEMY	2700247	ROCHESTER MATH & SCIENCE ACADEMY	270024703308	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NORTHROP ELEMENTARY	272124002177	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	GALTIER MAGNET ELEMENTARY	273384001582	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	BENJ. E. MAYS MAGNET/RONDO	273384001952	Tier III		No
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	DISCOVERY COMMUNITY ELEMENTARY	273351002287	Tier III		No
G.F.W.	2712580	G.F.W. MID.	271258000043	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PILLSBURY ELEMENTARY	272124002296	Tier III		No
CASS LAKE-BENA PUBLIC SCHOOLS	2708070	CASS LAKE-BENA MIDDLE SCHOOL	270807003181	Tier III		No
CAMPBELL-TINTAH PUBLIC SCHOOL DIST.	2707450	CAMPBELL-TINTAH ELEMENTARY	270745000319	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	PROSPERITY HEIGHTS ELEMENTARY	273384001620	Tier III		No
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	TALAHY COMMUNITY ELEMENTARY	273351002286	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	HIAWATHA ELEMENTARY	272124000978	Tier III		No
ROBBINSDALE PUBLIC SCHOOL DISTRICT	2731780	MEADOW LAKE ELEMENTARY	273178001326	Tier III		No
RICHFIELD PUBLIC SCHOOL DISTRICT	2731750	RICHFIELD INTERMEDIATE ELEMENTARY	273175001312	Tier III		No
WEST METRO EDUCATION PROGRAM	2700161	INTERDISTRICT DOWNTOWN SCHOOL	270016102968	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PRATT ELEMENTARY	272124003434	Tier III		No
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	EVERGREEN PARK ELEMENTARY	270318000104	Tier III		No
MINNESOTA TRANSITIONS CHARTER SCH	2700117	MINNESOTA TRANSITIONS CHARTER ELEM	270011702607	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LK NOKOMIS COMM-KEEWAYDIN CAMPUS	272124000988	Tier III		No
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	VALLEY VIEW ELEMENTARY	270951000402	Tier III		No
DULUTH PUBLIC SCHOOL DISTRICT	2711040	MORGAN PARK MIDDLE	271104002788	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	JACKSON MAGNET ELEMENTARY	273384001601	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	FOUR SEASONS ELEMENTARY	273384002671	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SOUTH SENIOR HIGH	272124001035	Tier III		No
FRIDLEY PUBLIC SCHOOL DISTRICT	2712420	FRIDLEY MIDDLE	271242000610	Tier III		No
YELLOW MEDICINE EAST	2700099	BERT RANEY ELEMENTARY	270009900676	Tier III		No
BLOOMINGTON PUBLIC SCHOOL DISTRICT	2705790	VALLEY VIEW ELEMENTARY	270579000238	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WAITE PARK ELEMENTARY	272124001054	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LYNDALE ELEMENTARY	272124000999	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	MARCY OPEN ELEMENTARY	272124002144	Tier III		No
ONAMIA PUBLIC SCHOOL DISTRICT	2725050	ONAMIA ELEMENTARY	272505001195	Tier III		No

SIBLEY EAST SCHOOL DISTRICT	2700102	SIBLEY EAST-GAYLORD ELEMENTARY	270010200624	Tier III		No
SWANVILLE PUBLIC SCHOOL DISTRICT	2738280	SWANVILLE ELEMENTARY	273828001670	Tier III		No
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	MADISON ELEMENTARY	273351001487	Tier III		No
MILACA PUBLIC SCHOOL DISTRICT	2720670	MILACA ELEMENTARY	272067000923	Tier III		No
ST. LOUIS PARK PUBLIC SCHOOL DIST.	2733780	CEDAR MANOR ELEMENTARY	273378001526	Tier III		No
BERTHA-HEWITT PUBLIC SCHOOL DIST.	2705430	BERTHA ELEMENTARY	270543000203	Tier III		No
WILLMAR PUBLIC SCHOOL DISTRICT	2742720	KENNEDY ELEMENTARY	274272002445	Tier III		No
ROBBINSDALE PUBLIC SCHOOL DISTRICT	2731780	LAKEVIEW ELEMENTARY	273178001323	Tier III		No
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	NORTH PARK ELEMENTARY	270951000400	Tier III		No
ROBBINSDALE PUBLIC SCHOOL DISTRICT	2731780	NORTHPORT ELEMENTARY	273178001330	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LORING ELEMENTARY	272124001920	Tier III		No
CROSBY-IRONTON PUBLIC SCHOOL DIST.	2709750	CUYUNA RANGE ELEMENTARY	270975000291	Tier III		No
FARIBAULT PUBLIC SCHOOL DISTRICT	2711760	JEFFERSON ELEMENTARY	271176000561	Tier III		No
WEST ST. PAUL-MENDOTA HTS.-EAGAN	2742270	MORELAND ELEMENTARY	274227001776	Tier III		No
INTERNATIONAL FALLS SCHOOL DISTRICT	2715000	FALLS ELEMENTARY	271500000759	Tier III		No
PELICAN RAPIDS PUBLIC SCHOOL DIST.	2728170	VIKING ELEMENTARY SCHOOL	272817001242	Tier III		No
DULUTH PUBLIC SCHOOLS ACADEMY	2700133	WASHBURN JR. ACADEMY	270013302712	Tier III		No
SHAKOPEE PUBLIC SCHOOL DISTRICT	2733000	PEARSON ELEMENTARY	273300001438	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	KENNY ELEMENTARY	272124000989	Tier III		No
ALBERT LEA PUBLIC SCHOOL DISTRICT	2702970	HALVERSON ELEMENTARY	270297000070	Tier III		No
DULUTH PUBLIC SCHOOL DISTRICT	2711040	GRANT MAGNET ELEMENTARY	271104000465	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	SHERIDAN ELEMENTARY	273384001626	Tier III		No
SEBEKA PUBLIC SCHOOL DISTRICT	2732970	SEBEKA ELEMENTARY	273297001435	Tier III		No
PINE RIVER-BACKUS SCHOOL DISTRICT	2728970	PINE RIVER-BACKUS ELEMENTARY	272897000039	Tier III		No
DULUTH PUBLIC SCHOOL DISTRICT	2711040	NETTLETON MAGNET ELEMENTARY	271104000479	Tier III		No
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	LINCOLN ELEMENTARY	273351001486	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	MUSEUM MAGNET/RONDO	273384001171	Tier III		No
EAST CENTRAL SCHOOL DISTRICT	2711085	EAST CENTRAL ELEMENTARY	271108500157	Tier III		No
FOLEY PUBLIC SCHOOL DISTRICT	2712240	FOLEY INTERMEDIATE ELEMENTARY	271224002270	Tier III		No
AUSTIN PUBLIC SCHOOL DISTRICT	2703450	SUMNER ELEMENTARY	270345000156	Tier III		No
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	EDWARD NEILL ELEMENTARY	270729000296	Tier III		No
BAGLEY PUBLIC SCHOOL DISTRICT	2703570	BAGLEY ELEMENTARY	270357000164	Tier III		No
MELROSE PUBLIC SCHOOL DISTRICT	2720550	MELROSE ELEMENTARY	272055000911	Tier III		No
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	2723850	WEBSTER ELEMENTARY	272385001179	Tier III		No
LEROY PUBLIC SCHOOL DISTRICT	2718060	LEROY ELEMENTARY	271806000831	Tier III		No
ROSEVILLE PUBLIC SCHOOL DISTRICT	2732430	CENTRAL PARK ELEMENTARY	273243001388	Tier III		No
SOUTH ST. PAUL PUBLIC SCHOOL DIST.	2733270	KAPOSIA EDUCATION CENTER ELEMENTARY	273327001457	Tier III		No
ROSEVILLE PUBLIC SCHOOL DISTRICT	2732430	EDGERTON ELEMENTARY	273243001389	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	A+ AT LINWOOD ELEMENTARY	273384002540	Tier III		No
SOUTH ST. PAUL PUBLIC SCHOOL DIST.	2733270	LINCOLN CENTER ELEMENTARY	273327001453	Tier III		No
WORTHINGTON PUBLIC SCHOOL DISTRICT	2744160	PRAIRIE ELEMENTARY	274416001836	Tier III		No
WINONA AREA PUBLIC SCHOOL DISTRICT	2744070	JEFFERSON ELEMENTARY	274407001822	Tier III		No
ALBERT LEA PUBLIC SCHOOL DISTRICT	2702970	HAWTHORNE ELEMENTARY	270297000071	Tier III		No
BIRD ISLAND-OLIVIA-LAKE LILLIAN	2705660	BOLD-BIRD ISLAND ELEMENTARY	270566000144	Tier III		No

WATERVILLE-ELYSIAN-MORRISTOWN	2700013	WATERVILLE ELEMENTARY	270001301752	Tier III		No
CROOKSTON PUBLIC SCHOOL DISTRICT	2709720	HIGHLAND ELEMENTARY	270972000414	Tier III		No
ELK RIVER PUBLIC SCHOOL DISTRICT	2711370	OTSEGO ELEMENTARY	271137002557	Tier III		No
LAKE SUPERIOR PUBLIC SCHOOL DIST.	2740740	WILLIAM KELLEY ELEMENTARY	274074001698	Tier III		No
OWATONNA PUBLIC SCHOOL DISTRICT	2728050	WILLOW CREEK INTR. ELEMENTARY	272805002279	Tier III		No
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	L.O. JACOB ELEMENTARY	270318000109	Tier III		No
SLEEPY EYE PUBLIC SCHOOL DISTRICT	2733210	SLEEPY EYE ELEMENTARY	273321001450	Tier III		No
ROSEMOUNT-APPLE VALLEY-EAGAN	2732390	CEDAR PARK ELEMENTARY	273239001374	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	CROSSROADS MONTESSORI	273384002999	Tier III		No
ROSEVILLE PUBLIC SCHOOL DISTRICT	2732430	LITTLE CANADA ELEMENTARY	273243001394	Tier III		No
MENAHGA PUBLIC SCHOOL DISTRICT	2720580	MENAHGA ELEMENTARY	272058000917	Tier III		No
PRINCETON PUBLIC SCHOOL DISTRICT	2730030	NORTH ELEMENTARY	273003001271	Tier III		No
ROCHESTER PUBLIC SCHOOL DISTRICT	2731800	RIVERSIDE CENTRAL ELEMENTARY	273180003077	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SEWARD ELEMENTARY	272124001031	Tier III		No
LITCHFIELD PUBLIC SCHOOL DISTRICT	2718210	WAGNER ELEMENTARY	271821000840	Tier III		No
MOORHEAD PUBLIC SCHOOL DISTRICT	2721420	R. ASP ELEMENTARY	272142003509	Tier III		No
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	HIGHLAND ELEMENTARY	270951000398	Tier III		No
ROCHESTER PUBLIC SCHOOL DISTRICT	2731800	PINEWOOD ELEMENTARY	273180001009	Tier III		No
FOREST LAKE PUBLIC SCHOOL DISTRICT	2712270	LINWOOD EL.	271227000598	Tier III		No
SOUTHSIDE FAMILY CHARTER SCHOOL	2700278	SOUTHSIDE FAMILY CHARTER SCHOOL	270027803617	Tier III		No
LESUEUR-HENDERSON SCHOOL DISTRICT	2718070	PARK ELEMENTARY	271807000045	Tier III		No
RENVILLE COUNTY WEST SCHOOL DIST.	2700163	RENVILLE COUNTY WEST ELEMENTARY	270016301417	Tier III		No
GLENCOE-SILVER LAKE SCHOOL DISTRICT	2700128	LAKESIDE ELEMENTARY	270012801444	Tier III		No
MANKATO PUBLIC SCHOOL DISTRICT	2718780	KENNEDY ELEMENTARY	271878000877	Tier III		No
ST. CHARLES PUBLIC SCHOOL DISTRICT	2733450	ST. CHARLES ELEMENTARY	273345001475	Tier III		No
VERNDALE PUBLIC SCHOOL DISTRICT	2740920	VERNDALE ELEMENTARY	274092001712	Tier III		No
LAC QUI PARLE VALLEY SCHOOL DIST.	2700125	APPLETON ELEMENTARY	270012500129	Tier III		No
DULUTH PUBLIC SCHOOLS ACADEMY	2700133	RALEIGH PRIMARY/EL ACADEMY	270013303031	Tier III		No
MOORHEAD PUBLIC SCHOOL DISTRICT	2721420	ELLEN HOPKINS ELEMENTARY	272142003510	Tier III		No
LITTLE FALLS PUBLIC SCHOOL DISTRICT	2718240	LINCOLN ELEMENTARY	271824000960	Tier III		No
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	2723850	OAKDALE ELEMENTARY	272385001175	Tier III		No
ST. PETER PUBLIC SCHOOL DISTRICT	2733870	NORTH INTERMEDIATE ELEMENTARY	273387001638	Tier III		No
INVER GROVE HEIGHTS SCHOOLS	2715030	HILLTOP ELEMENTARY	271503000763	Tier III		No
BUFFALO LAKE-HECTOR SCHOOL DISTRICT	2700023	BUFFALO LAKE-HECTOR ELEMENTARY	270002300288	Tier III		No
AUSTIN PUBLIC SCHOOL DISTRICT	2703450	SOUTHGATE ELEMENTARY	270345002230	Tier III		No
BLOOMING PRAIRIE PUBLIC SCHOOL DIST	2705760	BLOOMING PRAIRIE ELEMENTARY	270576000214	Tier III		No
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	ALICE SMITH ELEMENTARY	271426001886	Tier III		No
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	HIDDEN VALLEY ELEMENTARY	270729002233	Tier III		No
OWATONNA PUBLIC SCHOOL DISTRICT	2728050	MCKINLEY ELEMENTARY	272805001226	Tier III		No
LECENTER PUBLIC SCHOOL DISTRICT	2718030	LECENTER ELEMENTARY	271803000829	Tier III		No
RED WING PUBLIC SCHOOL DISTRICT	2730480	BURNSIDE ELEMENTARY.	273048001292	Tier III		No
CHATFIELD PUBLIC SCHOOLS	2708220	CHOSEN VALLEY ELEMENTARY	270822000349	Tier III		No
BARNUM PUBLIC SCHOOL DISTRICT	2703690	BARNUM ELEMENTARY	270369000171	Tier III		No
CARLTON PUBLIC SCHOOL DISTRICT	2707590	SOUTH TERRACE ELEMENTARY	270759000328	Tier III		No

FRIDLEY PUBLIC SCHOOL DISTRICT	2712420	STEVENSON ELEMENTARY	271242000614	Tier III		No
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	EISENHOWER ELEMENTARY	271426002206	Tier III		No
BRECKENRIDGE PUBLIC SCHOOL DISTRICT	2706150	BRECKENRIDGE ELEMENTARY	270615000266	Tier III		No
BLOOMINGTON PUBLIC SCHOOL DISTRICT	2705790	WASHBURN ELEMENTARY	270579000640	Tier III		No
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	SKY OAKS ELEMENTARY	270729000302	Tier III		No
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	2722950	VALENTINE HILLS EL.	272295001130	Tier III		No
SHAKOPEE PUBLIC SCHOOL DISTRICT	2733000	SWEENEY ELEMENTARY	273300001441	Tier III		No
THIEF RIVER FALLS SCHOOL DISTRICT	2738850	CHALLENGER ELEMENTARY	273885002451	Tier III		No
ROCORI PUBLIC SCHOOL DISTRICT	2709440	COLD SPRING ELEMENTARY	270944000385	Tier III		No
HENNING PUBLIC SCHOOL DISTRICT	2713860	HENNING ELEMENTARY	271386000711	Tier III		No
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	VISTA VIEW ELEMENTARY	270729000303	Tier III		No
STILLWATER AREA PUBLIC SCHOOL DIST.	2738190	OAK PARK ELEMENTARY	273819001659	Tier III		No
BLUE EARTH AREA PUBLIC SCHOOL	2700130	BLUE EARTH ELEMENTARY	270013000241	Tier III		No
LITTLE FALLS PUBLIC SCHOOL DISTRICT	2718240	LINDBERGH ELEMENTARY	271824000961	Tier III		No
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	OXBOW CREEK ELEMENTARY	270318002193	Tier III		No
MOOSE LAKE PUBLIC SCHOOL DISTRICT	2721450	MOOSE LAKE ELEMENTARY	272145001093	Tier III		No
MINNEWASKA SCHOOL DISTRICT	2700019	MINNEWASKA AREA MIDDLE	270001903535	Tier III		No
NORWOOD PUBLIC SCHOOL DISTRICT	2723910	CENTRAL ELEMENTARY	272391001187	Tier III		No
FOREST LAKE PUBLIC SCHOOL DISTRICT	2712270	FOREST VIEW EL.	271227000596	Tier III		No
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	MONROE ELEMENTARY	270318000116	Tier III		No
FERTILE-BELTRAMI SCHOOL DISTRICT	2711910	FERTILE-BELTRAMI ELEMENTARY	271191000582	Tier III		No
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	GATEWOOD ELEMENTARY	271426001880	Tier III		No
MARSHALL PUBLIC SCHOOL DISTRICT	2718940	WEST SIDE ELEMENTARY	271894000894	Tier III		No
EASTERN CARVER COUNTY PUBLIC SCHOOL	2708190	CHASKA ELEMENTARY	270819000344	Tier III		No
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	L.H. TANGLEN ELEMENTARY	271426001887	Tier III		No
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	2723850	CARVER ELEMENTARY	272385001166	Tier III		No
LAKEVILLE PUBLIC SCHOOL DISTRICT	2717780	CRYSTAL LAKE ELEMENTARY	271778002207	Tier III		No
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	2722950	BEL AIR ELEMENTARY	272295001114	Tier III		No
NORTHFIELD PUBLIC SCHOOL DISTRICT	2723880	GREENVALE PARK ELEMENTARY	272388001180	Tier III		No
CENTENNIAL PUBLIC SCHOOL DISTRICT	2708100	GOLDEN LAKE ELEMENTARY	270810000336	Tier III		No
LAKE CRYSTAL-WELLCOME MEMORIAL	2791445	LK CRYSTAL WELCOME MEMORIAL EL.	279144502308	Tier III		No
CLOQUET PUBLIC SCHOOL DISTRICT	2709420	CHURCHILL ELEMENTARY	270942000380	Tier III		No
LAKE SUPERIOR PUBLIC SCHOOL DIST.	2740740	MINNEHAHA ELEMENTARY	274074001699	Tier III		No
ROSEMOUNT-APPLE VALLEY-EAGAN	2732390	DEERWOOD ELEMENTARY	273239000511	Tier III		No
MAPLE LAKE PUBLIC SCHOOL DISTRICT	2718810	MAPLE LAKE ELEMENTARY	271881000885	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	URBAN LEAGUE ACADEMY HIGH	272124001900	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PLYMOUTH YOUTH CENTER	272124001901	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	CENTER SCHOOL	272124001903	Tier III		No
PILLAGER AREA CHARTER SCHOOL	2700191	PILLAGER AREA CHARTER SCHOOL	270019103144	Tier III		No
MINNESOTA INTERNSHIP CENTER	2700341	UTEC CAMPUS	270034103568	Tier III		No
LIGHTHOUSE ACADEMY OF NATIONS	2700245	LIGHTHOUSE ACADEMY OF NATIONS	270024503573	Tier III		No

\* Based on 4 year graduation rates below 60% - sufficient sample sizes for 2 of 3 years required















**APPENDIX B -- TIER I AND TIER II SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS**

LEA NAME	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	GRAD RATE	NEWLY ELIGIBLE
BUTTERFIELD PUBLIC SCHOOL DISTRICT	2707320	BUTTERFIELD SECONDARY	270732000305		X		No
FOUR DIRECTIONS CHARTER SCHOOLS	2700176	FOUR DIRECTIONS CHARTER SCHOOLS	270017603044	X			No
GREENBUSH-MIDDLE RIVER PUBLIC SCHOOL DISTRICT	2700107	GREENBUSH-MIDDLE RIVER SENIOR HIGH	270010700921		X		No
HMONG COLLEGE PREP ACADEMY	2700342	HMONG COLLEGE PREP ACADEMY HS	270034204092		X		No
MINNEAPOLIS PUBLIC SCHOOL DISTRICT	2721240	CITYVIEW PAM MAGNET	272124002701	X			No
MINNESOTA INTERNSHIP CENTER	2700341	ENGLISH ACADEMY CAMPUS	270034104164	X			No
MINNESOTA INTERNSHIP CENTER	2700341	UNITY CAMPUS	270034104165	X		Yes	No
MINNESOTA TRANSITIONS CHARTER SCHOOL	2700117	TRANSITIONS SR. HIGH	270011703263	X			No
RIVERWAY CHARTER SCHOOL	2700221	RIVERWAY SECONDARY	270022103136		X		No
ST. PAUL CITY SCHOOL (formerly New Spirit School)	2700142	ST. PAUL CITY PRIMARY SCHOOL (formerly New Spirit Primary School)	270014202721	X			No
URBAN ACADEMY CHARTER SCHOOL	2700353	URBAN ACADEMY CHARTER SCHOOL	270035304173	X			No

**APPENDIX B -- TIER III SCHOOLS POTENTIALLY ELIGIBLE FOR FY 2010 SIG FUNDS (TO BE SERVED ONLY IF FUNDING AVAILABLE)**

LEA NAME	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	TIER III	GRAD RATE	NEWLY ELIGIBLE
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ALC INTERNATIONAL ACAD/LEAP	273384002455	Tier III		No
STONEBRIDGE COMMUNITY SCHOOL	2700289	STONEBRIDGE COMMUNITY SCHOOL	270028903731	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	GUADALUPE ALTERNATIVE PROGRAMS	273384001489	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	CITY INC. NORTH	272124001904	Tier III		No
EMILY O. GOODRIDGE-GREY ACCELERATED	2700306	EMILY O. GOODRIDGE-GREY ACCELERATED	270030603721	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	MPLS. EMPLOYMENT READINESS CURRIC.	272124001898	Tier III		No
LONG TIENG ACADEMY	2700302	LONG TIENG ACADEMY	270030203732	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	VOA SALT	272124003441	Tier III		No
NORTHERN LIGHTS COMMUNITY SCHOOL	2700256	NORTHERN LIGHTS COMMUNITY SCHOOL	270025603314	Tier III		No
RED LAKE PUBLIC SCHOOL DISTRICT	2730510	RED LAKE MIDDLE	273051002427	Tier III		No
DUNWOODY ACADEMY	2700305	DUNWOODY ACADEMY	270030503737	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NORTH SENIOR HIGH	272124001003	Tier III		No
UBAH MEDICAL ACADEMY CHARTER SCHOOL	2700363	UBAH MEDICAL ACADEMY CHARTER SCHOOL	270036304107	Tier III		No
VOYAGEURS EXPEDITIONARY	2700346	VOYAGEURS EXPEDITIONARY HIGH SCHOOL	270034604167	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	CITY INC. SOUTH	272124003440	Tier III		No
GENERAL JOHN VESSEY JR LEADERSHIP	2700347	GENERAL JOHN VESSEY JR LEADERSHIP	270034704094	Tier III		No
LAKE SUPERIOR HIGH SCHOOL	2700170	LAKE SUPERIOR HIGH SCHOOL	270017003038	Tier III		No
PRESTIGE ACADEMY CHARTER SCHOOL	2700356	PRESTIGE ACADEMY CHARTER SCHOOL	270035604100	Tier III		No
COMMUNITY SCHOOL OF EXCELLENCE	2700304	COMMUNITY SCHOOL OF EXCELLENCE	270030403728	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ARLINGTON SENIOR HIGH	273384002670	Tier III		No
DISCOVERY PUBLIC SCHOOL FARIBAULT	2700192	DISCOVERY PUBLIC SCHOOL FARIBAULT	270019203145	Tier III		No
MINNESOTA TRANSITIONS CHARTER SCH	2700117	MINNESOTA TRANSITIONS MIDDLE	270011703261	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	ANISHINABE ACADEMY	272124004172	Tier III		No
ST. PAUL CITY SCHOOL (Formerly New Spirit School)	2700142	ST. PAUL CITY MIDDLE SCHOOL (Formerly New Spirit Middle School)	270014204150	Tier III		No

HMONG COLLEGE PREP ACADEMY	2700342	HMONG COLLEGE PREP MIDDLE ACADEMY	270034203700	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	ROOSEVELT SENIOR HIGH	272124001026	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WASHBURN SENIOR HIGH	272124001055	Tier III		No
HOPE COMMUNITY ACADEMY	2700230	HOPE COMMUNITY ACADEMY	270023003482	Tier III		No
NEW HEIGHTS SCHOOL, INC.	2723380	NEW HEIGHTS SCHOOL, INC.	272338000020	Tier III		No
FACE TO FACE ACADEMY	2700157	FACE TO FACE ACADEMY	270015702952	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	LONGFELLOW MAGNET ELEMENTARY	273384001606	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	AMERICAN INDIAN OIC	272124002862	Tier III		No
PRAIRIE SEEDS ACADEMY	2700240	PRAIRIE SEEDS ACADEMY	270024003340	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HARDING SENIOR HIGH	273384001585	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	MENLO PARK ACADEMY	272124001908	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WINDOM SCHOOL	272124001865	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NELLIE STONE JOHNSON ELEMENTARY	272124002699	Tier III		No
RIVERBEND ACADEMY	2700226	RIVERBEND ACADEMY	270022603471	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	PAUL & SHEILA WELLSTONE ELEMENTARY	273384002454	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	AEROSPACE AT CLEVELAND	273384001567	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	BRUCE F VENTO ELEMENTARY	273384001575	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	URBAN LEAGUE ACADEMY ELEMENTARY	272124003438	Tier III		No
AURORA CHARTER SCHOOL	2700220	AURORA CHARTER SCHOOL	270022003473	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	MISSISSIPPI MAGNET ELEMENTARY	273384001611	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	OLSON MIDDLE	272124002581	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	WASHINGTON TECHNOLOGY MAGNET MID	273384001979	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HAZEL PARK MIDDLE SCHOOL ACADEMY	273384001588	Tier III		No
ACHIEVE LANGUAGE ACADEMY	2700118	ACHIEVE LANGUAGE ACADEMY	270011802608	Tier III		No
NEW MILLENNIUM ACADEMY CHARTER SCH	2700253	NEW MILLENNIUM ACADEMY CHARTER SCH	270025303311	Tier III		No
SOJOURNER TRUTH ACADEMY	2700159	SOJOURNER TRUTH ACADEMY	270015902954	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SULLIVAN ELEMENTARY	272124002297	Tier III		No
FRIENDSHIP ACDMY OF FINE ARTS CHTR.	2700190	FRIENDSHIP ACDMY OF FINE ARTS CHTR.	270019003143	Tier III		No
WOODSON INSTITUTE FOR EXCELLENCE CH	2700210	WOODSON INSTITUTE FOR EXCELLENCE CH	270021003271	Tier III		No
ACADEMIA CESAR CHAVEZ CHARTER SCH.	2700185	ACADEMIA CESAR CHAVEZ CHARTER SCH.	270018503138	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WHITTIER INTERNATIONAL	272124002700	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SHERIDAN ELEMENTARY	272124002178	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	HALL INTERNATIONAL	272124002580	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ROOSEVELT MAGNET ELEMENTARY	273384001624	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	BATTLE CREEK MIDDLE	273384001556	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	FOLWELL MIDDLE SCHOOL	272124000966	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	PHALEN HMONG STUDIES&CORE KNOWLEI	273384001619	Tier III		No
LAPORTE PUBLIC SCHOOL DISTRICT	2717940	LAPORTE SECONDARY	271794000826	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	AMERICAN INDIAN/MOUNDS PARK	273384002303	Tier III		No
LOVEWORKS ACADEMY FOR ARTS	2700273	LOVEWORKS ACADEMY FOR ARTS	270027303575	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	WEBSTER MAGNET ELEMENTARY	273384001634	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	CHEROKEE HEIGHTS MAGNET ELEMENTAR	273384001566	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LONGFELLOW ELEMENTARY	272124001863	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	ST. PAUL OPEN SCHOOL	273384001629	Tier III		No
RED LAKE PUBLIC SCHOOL DISTRICT	2730510	RED LAKE ELEMENTARY	273051001302	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HANCOCK/HAMLINE MAGNET ELEMENTAR	273384001584	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	JEFFERSON ELEMENTARY	272124000986	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	RAMSEY FINE ARTS ELEMENTARY	272124001866	Tier III		No

MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	HENRY SENIOR HIGH	272124000977	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	EMERSON ELEMENTARY	272124001882	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	FRANKLIN MAGNET ELEMENTARY	273384001580	Tier III		No
ONAMIA PUBLIC SCHOOL DISTRICT	2725050	ONAMIA SECONDARY	272505001196	Tier III		No
CEDAR RIVERSIDE COMMUNITY SCHOOL	2700027	CEDAR RIVERSIDE COMMUNITY SCHOOL	270002702340	Tier III		No
COMMUNITY OF PEACE ACADEMY	2700115	COMMUNITY OF PEACE ACADEMY	270011502605	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	JENNY LIND ELEMENTARY	272124001014	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	WORLD CULTURES MAGNET/MNDS PRK.	273384001185	Tier III		No
WAUBUN PUBLIC SCHOOL DISTRICT	2742120	WAUBUN ELEMENTARY	274212001755	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SANFORD MIDDLE	272124001028	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PARK VIEW MONTESSORI ELEMENTARY	272124002174	Tier III		No
ODYSSEY ACADEMY	2700151	ODYSSEY ACADEMY	270015102946	Tier III		No
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	CENTRAL MIDDLE	270951000395	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	ANWATIN MIDDLE SCHOOL	272124000937	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	COMO PARK ELEMENTARY	273384001568	Tier III		No
OSSEO PUBLIC SCHOOL DISTRICT	2725200	FAIR OAKS ELEMENTARY	272520001212	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	BANCROFT ELEMENTARY	272124000941	Tier III		No
NOBLE ACADEMY	2700295	NOBLE ACADEMY	270029503727	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HIGHWOOD HILLS ELEMENTARY	273384001593	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	NORTH END ELEMENTARY	273384001617	Tier III		No
CONCORDIA CREATIVE LEARNING ACADEMY	2700156	CONCORDIA CREATIVE LEARNING ACADEMY	270015602951	Tier III		No
BROOKLYN CENTER SCHOOL DISTRICT	2706240	EARLE BROWN ELEMENTARY	270624000274	Tier III		No
OSSEO PUBLIC SCHOOL DISTRICT	2725200	ZANEWOOD COMMUNITY SCHOOL	272520001224	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	BRYN MAWR ELEMENTARY	272124001878	Tier III		No
OSSEO PUBLIC SCHOOL DISTRICT	2725200	CREST VIEW ELEMENTARY	272520001210	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NORTHEAST MIDDLE	272124001008	Tier III		No
DULUTH PUBLIC SCHOOL DISTRICT	2711040	LINCOLN PARK ELEMENTARY	271104000473	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	A+ AT MONROE	273384001612	Tier III		No
ROCHESTER MATH & SCIENCE ACADEMY	2700247	ROCHESTER MATH & SCIENCE ACADEMY	270024703308	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	NORTHROP ELEMENTARY	272124002177	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	GALTIER MAGNET ELEMENTARY	273384001582	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	BENJ. E. MAYS MAGNET/RONDO	273384001952	Tier III		No
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	DISCOVERY COMMUNITY ELEMENTARY	273351002287	Tier III		No
G.F.W.	2712580	G.F.W. MID.	271258000043	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PILLSBURY ELEMENTARY	272124002296	Tier III		No
CASS LAKE-BENA PUBLIC SCHOOLS	2708070	CASS LAKE-BENA MIDDLE SCHOOL	270807003181	Tier III		No
CAMPBELL-TINTAH PUBLIC SCHOOL DIST.	2707450	CAMPBELL-TINTAH ELEMENTARY	270745000319	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	PROSPERITY HEIGHTS ELEMENTARY	273384001620	Tier III		No
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	TALAHU COMMUNITY ELEMENTARY	273351002286	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	HIAWATHA ELEMENTARY	272124000978	Tier III		No
ROBBINSDALE PUBLIC SCHOOL DISTRICT	2731780	MEADOW LAKE ELEMENTARY	273178001326	Tier III		No
RICHFIELD PUBLIC SCHOOL DISTRICT	2731750	RICHFIELD INTERMEDIATE ELEMENTARY	273175001312	Tier III		No
WEST METRO EDUCATION PROGRAM	2700161	INTERDISTRICT DOWNTOWN SCHOOL	270016102968	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PRATT ELEMENTARY	272124003434	Tier III		No
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	EVERGREEN PARK ELEMENTARY	270318000104	Tier III		No
MINNESOTA TRANSITIONS CHARTER SCH	2700117	MINNESOTA TRANSITIONS CHARTER ELEM	270011702607	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LK NOKOMIS COMM-KEEWAYDIN CAMPUS	272124000988	Tier III		No
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	VALLEY VIEW ELEMENTARY	270951000402	Tier III		No

DULUTH PUBLIC SCHOOL DISTRICT	2711040	MORGAN PARK MIDDLE	271104002788	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	JACKSON MAGNET ELEMENTARY	273384001601	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	FOUR SEASONS ELEMENTARY	273384002671	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SOUTH SENIOR HIGH	272124001035	Tier III		No
FRIDLEY PUBLIC SCHOOL DISTRICT	2712420	FRIDLEY MIDDLE	271242000610	Tier III		No
YELLOW MEDICINE EAST	2700099	BERT RANEY ELEMENTARY	270009900676	Tier III		No
BLOOMINGTON PUBLIC SCHOOL DISTRICT	2705790	VALLEY VIEW ELEMENTARY	270579000238	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	WAITE PARK ELEMENTARY	272124001054	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LYNDALE ELEMENTARY	272124000999	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	MARCY OPEN ELEMENTARY	272124002144	Tier III		No
ONAMIA PUBLIC SCHOOL DISTRICT	2725050	ONAMIA ELEMENTARY	272505001195	Tier III		No
SIBLEY EAST SCHOOL DISTRICT	2700102	SIBLEY EAST-GAYLORD ELEMENTARY	270010200624	Tier III		No
SWANVILLE PUBLIC SCHOOL DISTRICT	2738280	SWANVILLE ELEMENTARY	273828001670	Tier III		No
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	MADISON ELEMENTARY	273351001487	Tier III		No
MILACA PUBLIC SCHOOL DISTRICT	2720670	MILACA ELEMENTARY	272067000923	Tier III		No
ST. LOUIS PARK PUBLIC SCHOOL DIST.	2733780	CEDAR MANOR ELEMENTARY	273378001526	Tier III		No
BERTHA-HEWITT PUBLIC SCHOOL DIST.	2705430	BERTHA ELEMENTARY	270543000203	Tier III		No
WILLMAR PUBLIC SCHOOL DISTRICT	2742720	KENNEDY ELEMENTARY	274272002445	Tier III		No
ROBBINSDALE PUBLIC SCHOOL DISTRICT	2731780	LAKEVIEW ELEMENTARY	273178001323	Tier III		No
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	NORTH PARK ELEMENTARY	270951000400	Tier III		No
ROBBINSDALE PUBLIC SCHOOL DISTRICT	2731780	NORTHPORT ELEMENTARY	273178001330	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	LORING ELEMENTARY	272124001920	Tier III		No
CROSBY-IRONTON PUBLIC SCHOOL DIST.	2709750	CUYUNA RANGE ELEMENTARY	270975000291	Tier III		No
FARIBAULT PUBLIC SCHOOL DISTRICT	2711760	JEFFERSON ELEMENTARY	271176000561	Tier III		No
WEST ST. PAUL-MENDOTA HTS.-EAGAN	2742270	MORELAND ELEMENTARY	274227001776	Tier III		No
INTERNATIONAL FALLS SCHOOL DISTRICT	2715000	FALLS ELEMENTARY	271500000759	Tier III		No
PELICAN RAPIDS PUBLIC SCHOOL DIST.	2728170	VIKING ELEMENTARY SCHOOL	272817001242	Tier III		No
DULUTH PUBLIC SCHOOLS ACADEMY	2700133	WASHBURN JR. ACADEMY	270013302712	Tier III		No
SHAKOPEE PUBLIC SCHOOL DISTRICT	2733000	PEARSON ELEMENTARY	273300001438	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	KENNY ELEMENTARY	272124000989	Tier III		No
ALBERT LEA PUBLIC SCHOOL DISTRICT	2702970	HALVERSON ELEMENTARY	270297000070	Tier III		No
DULUTH PUBLIC SCHOOL DISTRICT	2711040	GRANT MAGNET ELEMENTARY	271104000465	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	SHERIDAN ELEMENTARY	273384001626	Tier III		No
SEBEKA PUBLIC SCHOOL DISTRICT	2732970	SEBEKA ELEMENTARY	273297001435	Tier III		No
PINE RIVER-BACKUS SCHOOL DISTRICT	2728970	PINE RIVER-BACKUS ELEMENTARY	272897000039	Tier III		No
DULUTH PUBLIC SCHOOL DISTRICT	2711040	NETTLETON MAGNET ELEMENTARY	271104000479	Tier III		No
ST. CLOUD PUBLIC SCHOOL DISTRICT	2733510	LINCOLN ELEMENTARY	273351001486	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	MUSEUM MAGNET/RONDO	273384001171	Tier III		No
EAST CENTRAL SCHOOL DISTRICT	2711085	EAST CENTRAL ELEMENTARY	271108500157	Tier III		No
FOLEY PUBLIC SCHOOL DISTRICT	2712240	FOLEY INTERMEDIATE ELEMENTARY	271224002270	Tier III		No
AUSTIN PUBLIC SCHOOL DISTRICT	2703450	SUMNER ELEMENTARY	270345000156	Tier III		No
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	EDWARD NEILL ELEMENTARY	270729000296	Tier III		No
BAGLEY PUBLIC SCHOOL DISTRICT	2703570	BAGLEY ELEMENTARY	270357000164	Tier III		No
MELROSE PUBLIC SCHOOL DISTRICT	2720550	MELROSE ELEMENTARY	272055000911	Tier III		No
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	2723850	WEBSTER ELEMENTARY	272385001179	Tier III		No
LEROY PUBLIC SCHOOL DISTRICT	2718060	LEROY ELEMENTARY	271806000831	Tier III		No
ROSEVILLE PUBLIC SCHOOL DISTRICT	2732430	CENTRAL PARK ELEMENTARY	273243001388	Tier III		No
SOUTH ST. PAUL PUBLIC SCHOOL DIST.	2733270	KAPOSIA EDUCATION CENTER ELEMENTARY	273327001457	Tier III		No

ROSEVILLE PUBLIC SCHOOL DISTRICT	2732430	EDGERTON ELEMENTARY	273243001389	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	A+ AT LINWOOD ELEMENTARY	273384002540	Tier III		No
SOUTH ST. PAUL PUBLIC SCHOOL DIST.	2733270	LINCOLN CENTER ELEMENTARY	273327001453	Tier III		No
WORTHINGTON PUBLIC SCHOOL DISTRICT	2744160	PRAIRIE ELEMENTARY	274416001836	Tier III		No
WINONA AREA PUBLIC SCHOOL DISTRICT	2744070	JEFFERSON ELEMENTARY	274407001822	Tier III		No
ALBERT LEA PUBLIC SCHOOL DISTRICT	2702970	HAWTHORNE ELEMENTARY	270297000071	Tier III		No
BIRD ISLAND-OLIVIA-LAKE LILLIAN	2705660	BOLD-BIRD ISLAND ELEMENTARY	270566000144	Tier III		No
WATERVILLE-ELYSIAN-MORRISTOWN	2700013	WATERVILLE ELEMENTARY	270001301752	Tier III		No
CROOKSTON PUBLIC SCHOOL DISTRICT	2709720	HIGHLAND ELEMENTARY	270972000414	Tier III		No
ELK RIVER PUBLIC SCHOOL DISTRICT	2711370	OTSEGO ELEMENTARY	271137002557	Tier III		No
LAKE SUPERIOR PUBLIC SCHOOL DIST.	2740740	WILLIAM KELLEY ELEMENTARY	274074001698	Tier III		No
OWATONNA PUBLIC SCHOOL DISTRICT	2728050	WILLOW CREEK INTR. ELEMENTARY	272805002279	Tier III		No
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	L.O. JACOB ELEMENTARY	270318000109	Tier III		No
SLEEPY EYE PUBLIC SCHOOL DISTRICT	2733210	SLEEPY EYE ELEMENTARY	273321001450	Tier III		No
ROSEMOUNT-APPLE VALLEY-EAGAN	2732390	CEDAR PARK ELEMENTARY	273239001374	Tier III		No
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	CROSSROADS MONTESSORI	273384002999	Tier III		No
ROSEVILLE PUBLIC SCHOOL DISTRICT	2732430	LITTLE CANADA ELEMENTARY	273243001394	Tier III		No
MENAHGA PUBLIC SCHOOL DISTRICT	2720580	MENAHGA ELEMENTARY	272058000917	Tier III		No
PRINCETON PUBLIC SCHOOL DISTRICT	2730030	NORTH ELEMENTARY	273003001271	Tier III		No
ROCHESTER PUBLIC SCHOOL DISTRICT	2731800	RIVERSIDE CENTRAL ELEMENTARY	273180003077	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	SEWARD ELEMENTARY	272124001031	Tier III		No
LITCHFIELD PUBLIC SCHOOL DISTRICT	2718210	WAGNER ELEMENTARY	271821000840	Tier III		No
MOORHEAD PUBLIC SCHOOL DISTRICT	2721420	R. ASP ELEMENTARY	272142003509	Tier III		No
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2709510	HIGHLAND ELEMENTARY	270951000398	Tier III		No
ROCHESTER PUBLIC SCHOOL DISTRICT	2731800	PINEWOOD ELEMENTARY	273180001009	Tier III		No
FOREST LAKE PUBLIC SCHOOL DISTRICT	2712270	LINWOOD EL.	271227000598	Tier III		No
SOUTHSIDE FAMILY CHARTER SCHOOL	2700278	SOUTHSIDE FAMILY CHARTER SCHOOL	270027803617	Tier III		No
LESUEUR-HENDERSON SCHOOL DISTRICT	2718070	PARK ELEMENTARY	271807000045	Tier III		No
RENVILLE COUNTY WEST SCHOOL DIST.	2700163	RENVILLE COUNTY WEST ELEMENTARY	270016301417	Tier III		No
GLENCOE-SILVER LAKE SCHOOL DISTRICT	2700128	LAKESIDE ELEMENTARY	270012801444	Tier III		No
MANKATO PUBLIC SCHOOL DISTRICT	2718780	KENNEDY ELEMENTARY	271878000877	Tier III		No
ST. CHARLES PUBLIC SCHOOL DISTRICT	2733450	ST. CHARLES ELEMENTARY	273345001475	Tier III		No
VERNDALE PUBLIC SCHOOL DISTRICT	2740920	VERNDALE ELEMENTARY	274092001712	Tier III		No
LAC QUI PARLE VALLEY SCHOOL DIST.	2700125	APPLETON ELEMENTARY	270012500129	Tier III		No
DULUTH PUBLIC SCHOOLS ACADEMY	2700133	RALEIGH PRIMARY/EL ACADEMY	270013303031	Tier III		No
MOORHEAD PUBLIC SCHOOL DISTRICT	2721420	ELLEN HOPKINS ELEMENTARY	272142003510	Tier III		No
LITTLE FALLS PUBLIC SCHOOL DISTRICT	2718240	LINCOLN ELEMENTARY	271824000960	Tier III		No
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	2723850	OAKDALE ELEMENTARY	272385001175	Tier III		No
ST. PETER PUBLIC SCHOOL DISTRICT	2733870	NORTH INTERMEDIATE ELEMENTARY	273387001638	Tier III		No
INVER GROVE HEIGHTS SCHOOLS	2715030	HILLTOP ELEMENTARY	271503000763	Tier III		No
BUFFALO LAKE-HECTOR SCHOOL DISTRICT	2700023	BUFFALO LAKE-HECTOR ELEMENTARY	270002300288	Tier III		No
AUSTIN PUBLIC SCHOOL DISTRICT	2703450	SOUTHGATE ELEMENTARY	270345002230	Tier III		No
BLOOMING PRAIRIE PUBLIC SCHOOL DIST	2705760	BLOOMING PRAIRIE ELEMENTARY	270576000214	Tier III		No
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	ALICE SMITH ELEMENTARY	271426001886	Tier III		No
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	HIDDEN VALLEY ELEMENTARY	270729002233	Tier III		No
OWATONNA PUBLIC SCHOOL DISTRICT	2728050	MCKINLEY ELEMENTARY	272805001226	Tier III		No
LECENTER PUBLIC SCHOOL DISTRICT	2718030	LECENTER ELEMENTARY	271803000829	Tier III		No
RED WING PUBLIC SCHOOL DISTRICT	2730480	BURNSIDE ELEMENTARY.	273048001292	Tier III		No

CHATFIELD PUBLIC SCHOOLS	2708220	CHOSEN VALLEY ELEMENTARY	270822000349	Tier III		No
BARNUM PUBLIC SCHOOL DISTRICT	2703690	BARNUM ELEMENTARY	270369000171	Tier III		No
CARLTON PUBLIC SCHOOL DISTRICT	2707590	SOUTH TERRACE ELEMENTARY	270759000328	Tier III		No
FRIDLEY PUBLIC SCHOOL DISTRICT	2712420	STEVENSON ELEMENTARY	271242000614	Tier III		No
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	EISENHOWER ELEMENTARY	271426002206	Tier III		No
BRECKENRIDGE PUBLIC SCHOOL DISTRICT	2706150	BRECKENRIDGE ELEMENTARY	270615000266	Tier III		No
BLOOMINGTON PUBLIC SCHOOL DISTRICT	2705790	WASHBURN ELEMENTARY	270579000640	Tier III		No
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	SKY OAKS ELEMENTARY	270729000302	Tier III		No
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	2722950	VALENTINE HILLS EL.	272295001130	Tier III		No
SHAKOPEE PUBLIC SCHOOL DISTRICT	2733000	SWEENEY ELEMENTARY	273300001441	Tier III		No
THIEF RIVER FALLS SCHOOL DISTRICT	2738850	CHALLENGER ELEMENTARY	273885002451	Tier III		No
ROCORI PUBLIC SCHOOL DISTRICT	2709440	COLD SPRING ELEMENTARY	270944000385	Tier III		No
HENNING PUBLIC SCHOOL DISTRICT	2713860	HENNING ELEMENTARY	271386000711	Tier III		No
BURNSVILLE PUBLIC SCHOOL DISTRICT	2707290	VISTA VIEW ELEMENTARY	270729000303	Tier III		No
STILLWATER AREA PUBLIC SCHOOL DIST.	2738190	OAK PARK ELEMENTARY	273819001659	Tier III		No
BLUE EARTH AREA PUBLIC SCHOOL	2700130	BLUE EARTH ELEMENTARY	270013000241	Tier III		No
LITTLE FALLS PUBLIC SCHOOL DISTRICT	2718240	LINDBERGH ELEMENTARY	271824000961	Tier III		No
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	OXBOW CREEK ELEMENTARY	270318002193	Tier III		No
MOOSE LAKE PUBLIC SCHOOL DISTRICT	2721450	MOOSE LAKE ELEMENTARY	272145001093	Tier III		No
MINNEWASKA SCHOOL DISTRICT	2700019	MINNEWASKA AREA MIDDLE	270001903535	Tier III		No
NORWOOD PUBLIC SCHOOL DISTRICT	2723910	CENTRAL ELEMENTARY	272391001187	Tier III		No
FOREST LAKE PUBLIC SCHOOL DISTRICT	2712270	FOREST VIEW EL.	271227000596	Tier III		No
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	2703180	MONROE ELEMENTARY	270318000116	Tier III		No
FERTILE-BELTRAMI SCHOOL DISTRICT	2711910	FERTILE-BELTRAMI ELEMENTARY	271191000582	Tier III		No
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	GATEWOOD ELEMENTARY	271426001880	Tier III		No
MARSHALL PUBLIC SCHOOL DISTRICT	2718940	WEST SIDE ELEMENTARY	271894000894	Tier III		No
EASTERN CARVER COUNTY PUBLIC SCHOOL	2708190	CHASKA ELEMENTARY	270819000344	Tier III		No
HOPKINS PUBLIC SCHOOL DISTRICT	2714260	L.H. TANGLEN ELEMENTARY	271426001887	Tier III		No
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	2723850	CARVER ELEMENTARY	272385001166	Tier III		No
LAKEVILLE PUBLIC SCHOOL DISTRICT	2717780	CRYSTAL LAKE ELEMENTARY	271778002207	Tier III		No
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	2722950	BEL AIR ELEMENTARY	272295001114	Tier III		No
NORTHFIELD PUBLIC SCHOOL DISTRICT	2723880	GREENVALE PARK ELEMENTARY	272388001180	Tier III		No
CENTENNIAL PUBLIC SCHOOL DISTRICT	2708100	GOLDEN LAKE ELEMENTARY	270810000336	Tier III		No
LAKE CRYSTAL-WELLCOME MEMORIAL	2791445	LK CRYSTAL WELCOME MEMORIAL EL.	279144502308	Tier III		No
CLOQUET PUBLIC SCHOOL DISTRICT	2709420	CHURCHILL ELEMENTARY	270942000380	Tier III		No
LAKE SUPERIOR PUBLIC SCHOOL DIST.	2740740	MINNEHAHA ELEMENTARY	274074001699	Tier III		No
ROSEMOUNT-APPLE VALLEY-EAGAN	2732390	DEERWOOD ELEMENTARY	273239000511	Tier III		No
MAPLE LAKE PUBLIC SCHOOL DISTRICT	2718810	MAPLE LAKE ELEMENTARY	271881000885	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	URBAN LEAGUE ACADEMY HIGH	272124001900	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	PLYMOUTH YOUTH CENTER	272124001901	Tier III		No
MINNEAPOLIS PUBLIC SCHOOL DIST.	2721240	CENTER SCHOOL	272124001903	Tier III		No
PILLAGER AREA CHARTER SCHOOL	2700191	PILLAGER AREA CHARTER SCHOOL	270019103144	Tier III		No
MINNESOTA INTERNSHIP CENTER	2700341	UTEC CAMPUS	270034103568	Tier III		No
LIGHTHOUSE ACADEMY OF NATIONS	2700245	LIGHTHOUSE ACADEMY OF NATIONS	270024503573	Tier III		No

APPENDIX C -- SCHOOLS SERVED WITH FY 2009 SIG FUNDS						
LEA NAME	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	GRAD RATE
BRAHAM PUBLIC SCHOOL DISTRICT	2706060	BRAHAM AREA SECONDARY	270606000247		X	
BROOKLYN CENTER PUBLIC SCHOOL DISTRICT	2706240	BROOKLYN CENTER SECONDARY	270624000273		X	
CASS LAKE PUBLIC SCHOOL DISTRICT	2708070	CASS LAKE-BENA SECONDARY	270807000331		X	
EAST CENTRAL PUBLIC SCHOOL DISTRICT	2711085	EAST CENTRAL SENIOR SECONDARY	271108500189		X	
ISLE PUBLIC SCHOOL DISTRICT	2715510	ISLE SECONDARY	271551000770		X	
MINNEAPOLIS PUBLIC SCHOOL DISTRICT	2721240	BETHUNE ELEMENTARY	272124000943	X		
MINNEAPOLIS PUBLIC SCHOOL DISTRICT	2721240	BROADWAY ARTS & TECHNOLOGY	272124003106	X		
MINNEAPOLIS PUBLIC SCHOOL DISTRICT	2721240	EDISON SENIOR HIGH	272124000958	X		
MINNEAPOLIS PUBLIC SCHOOL DISTRICT	2721240	HMONG INTERNATIONAL ACADEMY	272124004239	X		
MINNEAPOLIS PUBLIC SCHOOL DISTRICT	2721240	LUCY LANNEY @ CLEVELAND PARK ELEM.	272124002476	X		
MINNEAPOLIS PUBLIC SCHOOL DISTRICT	2721240	WELLSTONE INTERNATIONAL HIGH	272124003107	X		Yes
NEW VISIONS CHARTER SCHOOL	2700096	NEW VISIONS CHARTER SCHOOL	270009601892			
OGILVIE PUBLIC SCHOOL DISTRICT	2723970	OGILVIE SECONDARY	272397001189		X	
OSSEO PUBLIC SCHOOL DISTRICT	2725200	NORTH VIEW IB WORLD SCHOOL	272520001214		X	
RED LAKE PUBLIC SCHOOL DISTRICT	2730510	PONEMAH ELEMENTARY	273051001301	X		
RED LAKE PUBLIC SCHOOL DISTRICT	2730510	RED LAKE SENIOR HIGH	273051001303	X		Yes
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	HUMBOLDT SENIOR HIGH	273384001598	X		
ST. PAUL PUBLIC SCHOOL DISTRICT	2733840	MAXFIELD MAGNET ELEMENTARY	273384001609	X		
WAUBUN PUBLIC SCHOOL DISTRICT	2742120	WAUBUN SECONDARY	274212001756		X	

### SEA Application Table of Appendices

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## Appendix D – Copy of Waiver Notice

**Comment period closed. No LEA comments were submitted regarding this waiver notice.**

**A copy of this waiver notice can be found at:**

[http://education.state.mn.us/MDE/About\\_MDE/News\\_Center/013752](http://education.state.mn.us/MDE/About_MDE/News_Center/013752)

### **Title I School Improvement Grants 1003(g) – Updated November 2010**

**Program Description:** School Improvement Grants (SIG) are used to improve student achievement in Title I LEAs. As States compete for the funds, school districts (LEAs) must identify the schools they want to transform, and then determine which of the four following models is most appropriate. If a school has begun implementation of one of these four models or components of one of these models within the last two years, it may apply to use SIG funds to continue to implement the full model.

### **Waiver Notice: School Improvement Grants, Section 1003(g) of ESEA**

The following information assures that the Minnesota Department of Education (MDE), prior to its School Improvement Grant (SIG) application, has provided all local education agencies (LEAs) in the State that are eligible to receive a School Improvement Grant with a notice and reasonable opportunity to comment on the waiver requests. MDE also assures that it provided notice and information regarding the waiver requests at [http://education.state.mn.us/MDE/About\\_MDE/Fed\\_Stimulus\\_Update/index.html](http://education.state.mn.us/MDE/About_MDE/Fed_Stimulus_Update/index.html). A copy of this notice and any comments MDE receives from eligible LEAs will be attached to the SIG application. Please refer comments or questions to Patricia K. King, Director, Office of Turnaround Schools at [patricia.k.king@state.mn.us](mailto:patricia.k.king@state.mn.us).

MDE intends to request a waiver of the State-level requirements it has indicated below. The State believes that the proposed requested waivers will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II and Tier III schools.

- **Waive sections I.A.1 and II.B.10** of the SIG final requirements to permit the State to use the same Tier I, Tier II and Tier III lists it used for its FY 2009 competition because the State neither must nor elects to generate new lists of Tier I, Tier II and Tier III schools.

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

- **Waive section 1116(b)(12)** of the ESEA to permit LEAs to allow their Tier I, Tier II and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to “start over” in the school improvement timeline.

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011-2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

- **Waive the 40 percent poverty eligibility** threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

- **Waive section 421(b)** of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

### **School Eligibility**

To drive school improvement funds to LEAs with the greatest need for those funds, the Secretary is requiring each SEA to identify three tiers of schools:

- Tier I schools: Title I schools in improvement, corrective action, or restructuring that are identified by the SEA as persistently lowest-achieving schools.
- Tier II schools: Secondary schools that are eligible for, but do not receive, Title I, Part A funds and are identified by the SEA as persistently lowest-achieving schools.
- Tier III schools: Title I schools in improvement, corrective action, or restructuring that are in the lowest decile of student achievement and not Tier I schools.

### **Turnaround Strategies**

Once an SEA has an approved application, an LEA that wishes to receive a School Improvement Grant must submit an application to its SEA identifying which Tier I, Tier II, and Tier III schools it commits to serve and how it will use school improvement funds in its Tier I and Tier II schools to implement one of the following four school intervention models intended to improve the management and effectiveness of these schools:

**Turnaround model**, which includes, among other actions, replacing the principal and rehiring no more than 50 percent of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with a State's academic standards.

**Restart model**, in which an LEA converts the school or closes and reopens it under the management of a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.

**School closure**, in which an LEA closes the school and enrolls the students who attended the school in other, higher-achieving schools in the LEA.

**Transformation model**, which addresses four specific areas critical to transforming persistently lowest-achieving schools.

USDE has fully aligned the school intervention models and related definitions across the Race to the Top, the State Fiscal Stabilization Fund Phase II, and the School Improvement Grants programs to make it easier for States to develop and implement consistent and coherent plans for turning around their persistently lowest-achieving schools.

**Funding:** Minnesota will receive an estimated \$4,787,344.

**Application Process:** In order to receive funds, States must submit a State plan for section 1003(g). SIG funds are available for obligation by LEAs for a maximum of 27 months after funds become available. They remain available for obligation by LEA under the initial period of availability for 15 months. Under section 421(b) of the General Education Provisions Act, any funds that remain unobligated may be carried over for obligation for an additional 12 months.

State applications are due to USDE on or before December 3, 2010.

**Timeline:** Funding will become available to the state once the application is approved. Districts will need to apply on behalf of identified schools.

Links to the SIG final requirements and the application have been posted to the Department's USDE's website:

[School Improvement Fund USDE Website](#)

**Contacts:**

Pat King, 651-582-8655

Lisa Mueller, 651-582-8225

## Appendix E – LEA Letter of Intent to Apply, School Improvement Grant Round II



Alice Seagren, Commissioner  
C/O Patricia K. King  
Minnesota Department of Education  
1500 Highway 36 West  
Roseville, MN 55113-4266

Dear Commissioner Seagren,

This letter of intent to apply for the School Improvement Grant (SIG) is being submitted on behalf of the local education agency (LEA), and Tier I and/or Tier II schools in:

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LEA Name

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LEA Number

1. ☐ This letter of intent is to notify the Minnesota Department of Education (MDE) that **it is the LEA's intent to apply for the School Improvement Grant (SIG)** as authorized under 1003(g) of the Elementary and Secondary Education Act (ESEA) for full implementation in the 2011-2012 school year.

The SIG application(s) will be for the following eligible Tier I and/or Tier II school(s):

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School Name(s)

In order to make a good faith effort to turn around the above school(s) by significantly raising student achievement with the help of SIG funding, the LEA understands and accepts that:

- The LEA must demonstrate the commitment and capacity to implement all of the required components of the selected turnaround model and other grant requirements through the submission, revision and approval of a SIG application in the manner prescribed by the MDE.
- The LEA must work with the MDE and its partners to assess and raise the level of readiness for the implementation of a turnaround model prior to the submission of a SIG application, consistent with 1116(c)(9)(A) of the ESEA. This work may include, but will not necessarily be limited to, conducting a follow-up school review and engaging in planning sessions.
- The LEA must fully and effectively implement all of the required components of the selected turnaround model and other grant requirements according to the Workplan in its approved SIG application by the first day of school in the 2011-2012 school year.

2. ☐ This letter of intent is to notify the Minnesota Department of Education that **it is the LEA's intent to not apply for the SIG** but to create a robust corrective action plan consistent with sections 1116(b)(7)(C)(iv) and 116(b)(8)(B) of the ESEA for full implementation in the 2011-2012 school year. Please contact Steve Dibb at [Steve.Dibb@state.mn.us](mailto:Steve.Dibb@state.mn.us) or 651-582-8693 to obtain the corrective action plan template.

The corrective action plan(s) will be developed in the manner prescribed by the MDE, Office of School Improvement, and submitted to MDE for the following eligible Tier I and/or Tier II school(s):

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School Name(s)

In order to make a good faith effort to turn around the above school(s) by significantly raising student achievement through the implementation of a corrective action plan, the LEA understands and accepts that:

- The LEA must submit, gain approval for and implement fully and effectively by the first day of school in the 2011-2012 school year a corrective action plan for each Tier I and/or Tier II school not receiving a SIG award, or it will be considered out of compliance with the Supporting Struggling Schools Assurance under the terms of State Fiscal Stabilization Funding (SFSF) and will be subject to sanctions that may include, but are not necessarily limited to, the recovery of SFSF funding.
- The LEA must demonstrate the commitment and capacity to turn around the school through the submission, revision and approval of a robust corrective action plan.
- The LEA must fully and effectively implement the activities in the approved corrective action plan by the first day of school in the 2011-2012 school year in the absence of SIG funding.

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Signature – Superintendent/Chief Administrator or Designated Authority

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Date

**Letter of Intent Submission Due TBD, 2010:** Submit an electronic copy to [clair.gades@state.mn.us](mailto:clair.gades@state.mn.us) and mail the original signed copy to Commissioner Alice Seagren, C/O Patricia K. King, Minnesota Department of Education, 1500 Highway 36 West, Roseville, MN 55113-4266.